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Admission and Credit Policies for Adult Learners

Holly Hexter and Charles J. Andersen

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HIGHLIGHTS

Admissions Policies

- Almost all institutions (92 percent) today have policies that permit students to matriculate without a traditional high school diploma.

- Four-fifths of the nation's colleges are willing to admit students without the traditional high school diploma but require some other form of academic certification, such as a General Educational Development (GED) equivalency certificate or diploma, adult education diplomas, or other tests.

- Roughly three-quarters of all institutions accept a high school equivalency credential based on GED tests. This represents 91 percent of all institutions that do not require a traditional high school diploma for entry but require some certification.

- About 120,000 freshmen, or roughly 5 percent of total freshmen enrollment, were admitted in fall 1985 on the basis of GED scores.

Credit Policies

- Nearly all institutions (97 percent) have policies permitting the acceptance of credit for learning acquired in noncollegiate settings.

- More than three-quarters of all colleges give credit for courses offered by the armed services. A smaller proportion, about two-fifths of the colleges, grant credit for occupational proficiency attained in the armed services.

- About two-fifths of the nation's colleges and universities grant credit for courses conducted by business and industry.

- Almost all colleges (93 percent) report the acceptance of credit based on standardized examinations. The most widely used exams are College Board College Level Examination Program (CLEP) subject exams (87 percent), CLEP general exams (68 percent), Advanced Placement exams (68 percent), and locally-developed exams (55 percent).

- Slightly more than a third of institutions use other assessment techniques to grant credit for learning acquired in noncollegiate settings. These techniques include assessment of students' portfolios, assessment by faculty committees, and assessment of occupational licenses or other formal certification.

- Recommendations published by the American Council on Education (ACE) for evaluating extra-institutional learning are widely used by institutions that grant credit for military learning, training sponsored by business and industry, and standardized examinations.

BACKGROUND

The American Council on Education provides advisory services to aid institutions in evaluating nontraditional, or extrainstitutional, learning and granting credit in line with academic standards. This survey was undertaken to assess the status of colleges' credit-granting practices for nontraditional learning. ACE in 1979 had surveyed accredited postsecondary institutions (Cangialosi, 1981).[1]

This survey was conducted through the Higher Education Panel, an ongoing survey research program of the American Council on Education. Administrators at a nationally representative sample of 487 institutions were mailed a six-page questionnaire (see Appendix A) that sought information on college policies and procedures for granting college credit for extrainstitutional learning and for admitting nontraditional students, i.e., first-time college applicants without a traditional high school diploma.

Although the questionnaire refers to learning acquired in a noncollegiate setting, this report will use the more manageable term extrainstitutional learning. Extrainstitutional learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary institutions.

Institutions were further asked to provide specific information about their credit granting procedures for military learning experiences, training by business and industry, credit by examination, and credit obtained through other assessment methods.

Questionnaires were mailed on March 28, 1986. By the end of July, 391 usable responses, or 80 percent of those surveyed, were received. A description of the survey procedures, including sampling and weighting, is found in Appendix B.

This report presents national estimates of the policies and actual use of extrainstitutional learning for academic credit. Whenever relevant, comparisons are made between policies of public institutions and those of independent institutions.

The questionnaire sought information on numbers of students and credits awarded for extrainstitutional learning with the use of ACE recommendations. The counts of students and credits awarded must be regarded as general estimates. A substantial number of institutions in the sample reported estimates in lieu of actual figures. That some institutions do not appear to keep separate records on the amount of credit awarded for extrainstitutional learning may reflect the increasing acceptance of these forms of learning as meritorious of academic credit.

[1] Judith Cangialosi "Credit-Granting Practices for Extrainstitutional Learning in Postsecondary Education Institutions: Report of a Survey," *College and University* (Fall 1981): 39–60.

FINDINGS

Admissions Policies

The student who has earned a high school credential other than the traditional high school diploma can gain entry to most of the nation's colleges and universities. In 1986, 92 percent of all institutions admit students without traditional high school diplomas (see Table 1). Public institutions are more likely to do so than independent institutions (97 percent to 88 percent).

Eighty percent of the nation's colleges admit students without the traditional diploma but do require another form of academic certification.

Roughly three-quarters of all institutions accept a high school equivalency credential based on General Educational Development (GED) tests. This represents 91 percent of institutions that do not require a traditional high school diploma for entry (see Table 2). Some 46 percent of institutions not requiring a traditional diploma accept instead an adult high school diploma, while 42 percent accept minimum GED test scores. About 20 percent accept a competency-based high school diploma. Small proportions of institutions use external diplomas, local tests, interviews, work experience, or portfolio evaluation as criteria for admission (see Table 2).

As stated above, almost all colleges accept credentials other than traditional high school diplomas for entry. Of these, roughly three-quarters require additional test scores, such as SATs, ACTs, or CLEPs, from first-time applicants. Independent institutions are more likely than public institutions (79 percent to 67 percent, respectively) to require these scores (see Table 3). Independent institutions are almost twice as likely to require Scholastic Aptitude Test (SAT) results, and slightly more likely to ask for American College Testing Program (ACT) scores.

Of institutions not requiring a traditional high school diploma, most—87 percent—will accept GED test scores that are in line with state requirements (Table 5).

About 120,000 freshmen were admitted to colleges in fall 1985 on the basis of GED scores. They accounted for close to 5 percent of the total first-time enrollment that fall. Nearly all—90 percent—of these students enrolled in public institutions. Table 6 shows that GED admissions accounted for a greater proportion of part-time than of full-time students. Further analysis also shows that two-year institutions account for the largest share of GED admissions.

Credit Policies

The student who brings evidence of learning acquired outside a college setting is widely welcomed by almost all of the nation's colleges and universities. Ninety-seven percent of them are willing to grant credit for coursework, exams, or other learning acquired outside formal postsecondary education (see Table 7).

Despite the almost universal willingness to accept credit for extrainstitutional learning, survey results indicate that frequent application of credit is less widespread.

Most colleges—roughly 70 percent of the institutions—that grant credit for learning acquired in noncollegiate settings have written policies for accepting such credits (Table 8). Few colleges set time limits on the acceptance of credits, either those earned traditionally or nontraditionally; independent colleges are more likely to do so than public institutions. Academic areas such as engineering and health sciences, fields in which knowledge is changing rapidly, are more likely than others to have time limits on accepting credit.

The most widely accepted form of assessing extrainstitutional learning is by examination scores (see Table A below). Ninety-three percent of all institutions grant credit based on the results of standardized tests. Training provided by the armed services is the second most widely adopted form; 77 percent of all institutions report they give credit for courses offered by the military. Some 40 percent of institutions report willingness to award credit for occupational proficiency acquired in the armed services.

Though less widely used, a substantial number of institutions (38 percent) are willing to grant credit for courses sponsored by business and industry. About the same proportion of institutions—36 percent—accept evaluation of various skills and accomplishments through such means as portfolio or product assessment, occupational licensing assessment, and so forth.

TABLE A—Institutions That Grant Credit for Learning Acquired in Noncollegiate Settings, By Type of Setting and Control of Institution
(In Percentages)

Setting	All Institutions (N = 3, 101)	Public Institutions (N = 1,454)	Independent Institutions (N = 1,647)
Examination	93	96	91
Courses offered by the armed services	77	82	73
Military occupational proficiency	40	48	34
Courses offered by business and industry	38	37	39
Other assessment techniques	36	43	30

Credit for Military Learning Experiences

Credit for learning acquired while serving in the armed forces is widely accepted by postsecondary institutions. More than three-quarters of all colleges give credit for courses offered by the armed services (Table 10). A greater proportion of public institutions than independent institutions, 81 percent to 73 percent, grant credit for military courses. Institutions were asked whether they granted credit for formal courses taken at a limited number of schools, such as the Defense Language Institute or the U. S. Army Academy of Health Sciences, or at a number of training facilities. As Table B shows, most institutions accept credits from numerous military institutions rather than from a select number of schools.

A smaller proportion, about two-fifths of colleges, grant credit for occupational proficiency attained in the armed services. Again, public institutions are more likely than independent institutions to recognize such learning through the award of credit.

The application of credit for military learning experiences to different academic programs varies considerably. While most institutions reported that the awarding of credit varies according to the type of training and the academic program in which the student is currently enrolled, one-fifth of institutions that grant such credit accept the credit in all undergraduate programs (Table 11).

Most of the institutions granting credit for coursework or occupational proficiency do so on the basis of ACE recommendations contained in *The Guide to the Evaluation of Educational Experiences in the Armed Services* (see Table 12). Ninety-seven percent of these institutions use the ACE *Military Guide* to award credit for military courses, and 54 percent of institutions use the *Guide* to award credit for military occupational proficiency.

When credit is granted, almost all the institutions (96 percent) apply the credit to lower-division baccalaureate or associate degree programs. About half of the institutions are willing to apply credit to upper-division baccalaureate degree programs. That a larger share of the independent institutions than public institutions—72 percent to 28 percent—applies credit at this level reflects the presence of many community colleges in the data for public institutions.

Policy at many colleges permits the award of credit for military learning, but its frequent application is found at a somewhat smaller number of institutions. For instance, while more than two-thirds of the institutions permit credits to be applied to courses in the major and to general education or distribution requirements, fewer than one-fifth report the frequent use of credits for those purposes (Table 13).

A slight majority of institutions—56 percent—place no restrictions on the number of credits that may be granted for military learning. Of the 44 percent of institutions that do set a credit limit, most permit at least 25 semester hours or their equivalent.

Colleges report that an estimated 56,419 students received more than 440,000 semester credits, or 8 credits per student, for military learning in the 1984–85 academic year (Table 9). Eighty-six percent of these students were enrolled in public institutions.

The figures for students and credits granted should be viewed with some caution, however, as data for roughly four-fifths of the institutions for which figures were reported were estimates.

TABLE B—Institutions That Grant Credit for Armed Services' Learning Experiences
(In Percentages)

	All Institutions	Public Institutions	Independent Institutions
Institutions granting credit for:			
Courses offered at:			
Selected armed forces' schools	9	10	8
Many armed forces' schools	68	71	65
Military occupational proficiency[a]	40	48	34

[a]Some institutions grant credit for both courses and occupational proficiency.

Credit for Courses Offered By Business and Industry

About two-fifths of the nation's colleges and universities grant credit for courses given by business and industry. As Table 14 shows, roughly the same proportion of public and independent institutions give credit for such coursework. Most of those institutions say they restrict giving such credit to certain programs; only 13 percent will award credit in all academic programs.

Three-fifths of the institutions that grant credit for courses offered by business and industry use ACE's *National Guide to Educational Credit for Training Programs* as a basis for awarding credit (Table 15). A greater proportion of independent institutions than public institutions—69 percent compared with 57 percent—make use of ACE recommendations in awarding credit.

Nearly all institutions (99 percent) grant credit for courses given by business and industry at the lower division baccalaureate and associate degree level. Slightly more than half apply the credits at the upper division baccalaureate level.

Although many institutions have policies that permit credits from business and industry to be applied to various types of courses and degree requirements, they are applied on a limited basis (see Table 16). Institutions commonly allow such training to satisfy credits for electives; but even so, only slightly more than one-third report doing so frequently. Public institutions are much more likely than independent institutions to grant credits for business and industry courses on a frequent basis.

About half of the institutions granting credit set limits on the number of such credits that can be applied to a student's degree requirements. Of those that set a maximum, most permit at least 25 semester hours.

Colleges estimated that in the 1984–85 academic year, about 4,800 students earned 27,300 credits for courses given by business and industry, or slightly less than six credits per student (Table 9).

Credit By Examination

Examinations are the most widely used means of granting credit for extrainstitutional learning. Ninety-three percent of institutions are willing to grant college credit on the basis of standardized tests. Public institutions are slightly more likely than independent colleges and universities (96 percent and 91 percent, respectively) to do so.

Most institutions (87 percent) use the College Board's College-Level Examination Program (CLEP) subject exams. CLEP general exams, Advanced Placement exams, and faculty-developed exams were used by 68 percent, 68 percent, and 55 percent, respectively, of institutions (see Table C). A higher proportion of public institutions than independent institutions use CLEP general exams, while a greater share of independent institutions use Advanced Placement tests.

Smaller proportions of institutions use results from the American College Testing Program (ACT), the Defense Activity for Nontraditional Educational Support (DANTES) Subject Standardized Tests (SSTs), College Board achievement tests, and national and state licensure or certification exams (Table 18).

Some 44 percent of institutions that grant credit by exam rely on ACE's *Guide to Educational Credit by Examination* to make credit award decisions.

Almost all institutions that grant credit by exam apply it to coursework at the lower division baccalaureate or associate degree level. Half of the institutions apply the credit at the upper division baccalaureate level, depending, of course, on the content of the examination.

The difference between permitted and frequent application of credit by exam for coursework is wide (Table 19). More than two-thirds of institutions say credit may be granted to satisfy electives or general distribution requirements; however, only one-third of the institutions say they apply credits frequently to these areas.

TABLE C—Examinations Used to Grant Credit, by Control of Institution Using Them
(In Percentages)

Examination	All Institutions (N = 2,896)	Public Institutions (N = 1,394)	Independent Institutions (N = 1,502)
CLEP subject exams	87	89	85
CLEP general exams	68	75	63
Advanced Placement	68	63	72
Faculty-developed exams	55	58	53
DANTES SST	37	41	34

Most institutions—almost two-thirds—set a maximum number of credits that may be granted for the results of standardized examinations. In most cases, the limit exceeds 25 credits.

In 1984-85, institutions estimated that 65,326 students were granted 350,800 credits, or 5 credits per student, toward college work based on their performance on examinations (Table 9).

Credit for Other Forms of Extrainstitutional Learning

Slightly more than one-third of all colleges and universities use assessment techniques other than the ones described above to grant credit for extrainstitutional learning (see Table 20). Public institutions are more likely than independent colleges to use these techniques, which include portfolio assessment, faculty committee assessment, interviews, evaluation of occupational licenses or certification, and hands-on demonstrations.

About two-thirds of the institutions that make use of these techniques use assessment of students' portfolios; slightly more than one-half use assessments by faculty committees; and roughly two-fifths use occupational licenses or certification (Table 21).

Credit granted through these alternative methods is generally applied at the lower-division baccalaureate or associate degree level. Although the credit may be applied to a wide range of courses and degree requirements, one-fifth of institutions say they are frequently applied to electives. Most institutions, particularly those in the independent sector, limit the number of credits awarded using these techniques (Table 22).

Colleges estimated that about 39,700 students were granted 296,300 credits, or 8 credits per student, through these various means in the 1984–85 academic year (Table 23).

SUMMARY

This survey's findings on the status of admissions and credit-granting practices indicated that almost all colleges and universities are willing to admit students on the basis of credentials other than a traditional high school diploma. Most of these institutions, however, do require some other form of academic certification, with the GED high school equivalency credential accepted by nearly all (91 percent).

Nearly all institutions are willing to grant academic credit for extrainstitutional learning, but, of course, in practice they limit the awarding of such credit. Examination results remain the most readily accepted measure of extrainstitutional learning. Learning acquired in the armed services and in business and industry training programs is accepted by three-quarters and two-fifths of all institutions, respectively.

DETAILED STATISTICAL TABLES

TABLE 1—Institutions That Require Traditional High School Diploma for Admission, by Control, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All Institutions	3,101	100.0	1,454	100.0	1,647	100.0
Institutions that require a traditional high school diploma	237	7.6	40	2.8	197	11.9
Institutions that do *not* require a traditional high school diploma	2,864	92.4	1,414	97.2	1,450	88.1
No certification required	325	10.5	287	19.7	38	2.3
Some certification required	2,540	81.9	1,127	77.5	1,413	85.8

TABLE 2—Institutions[a] That Require Certification, by Type of Certification and Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All Institutions[a]	2,540	100.0	1,127	100.0	1,413	100.0
Institutions accepting:						
GED credential	2,304	90.7	1,005	89.1	1,300	92.0
Minimum GED scores	1,066	42.0	505	44.8	561	39.7
Adult high school diploma	1,166	45.9	517	45.9	649	45.9
Competency-based high school diploma	457	18.0	191	17.0	266	18.8
External diploma	292	11.5	105	9.3	187	13.3
Local tests	129	5.1	73	6.5	56	3.9
Interviews	284	11.2	160	14.2	124	8.8
Work experience	136	5.4	37	3.3	99	7.0
Portfolio evaluation	141	5.6	64	5.7	77	5.5
Other credential	224	8.8	144	12.8	80	5.6

[a]Institutions that do *not* require a traditional high school diploma, but do require some sort of certification.

TABLE 3—Institutions That Require Test Scores, by Type of Test, and Control and Type of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All Institutions[a]	2,864	100.0	1,414	100.0	1,450	100.0
Institutions not requiring additional test scores	770	26.9	471	33.3	299	20.6
Institutions requiring test scores:	2,094	73.1	943	66.7	1,151	79.4
Institutions requiring SAT	1,315	45.9	462	32.7	853	58.8
Institutions requiring ACT	1,349	47.1	601	42.5	747	51.5
Institutions requiring CLEP	64	2.2	11	0.8	53	3.7
Institutions requiring other tests	541	18.9	374	26.4	167	11.5

[a]Institutions that do not require a traditional high school diploma.

TABLE 4—Comparison of Test Requirements, by Diploma Status of Students and Control of Institution, 1986

Test	Percent of Institutions[a] Requiring Test Scores From	
	Students With A Traditional Diploma	Students Without A Traditional Diploma
	All Institutions (N = 2,094)	
Scholastic Aptitude Test (SAT)	62.7	36.8
American College Testing Program (ACT)	64.2	38.6
College-Level Examination Program (CLEP)	3.1	0.4
Other tests	22.6	22.3
	Public Institutions (N = 943)	
SAT	48.7	29.1
ACT	63.2	37.9
CLEP	1.2	0.5
Other tests	36.7	35.4
	Independent Institutions (N = 1,151)	
SAT	74.1	43.0
ACT	64.9	39.2
CLEP	4.6	0.3
Other tests	11.0	11.5

[a]Institutions that do not require a traditional diploma but do require test scores.

TABLE 5—Use of State GED Test Score Requirements, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions that do not require a traditional high school diploma	2,864	100.0	1,414	100.0	1,450	100.0
Institutions that accept students who meet state GED requirements	2,503	87.4	1,217	86.1	1,286	88.7
Institutions with GED requirements different from the state	265	9.3	125	8.8	140	9.7
Institutions that do not admit students on the basis of GED scores[a]	96	3.3	72	5.1	24	1.7

[a]Includes institutions that have no admissions requirements at all.

TABLE 6—Freshman Enrollment by Attendance Status, GED Admission Status, and by Control of Institution, 1985

	All Freshmen (000)	GED Freshmen[a]	
		Number (000)	As Percent of All Freshmen
	All Institutions		
Total	2,653.1	119.9	4.5
Full-time	1,731.7	62.1	3.6
Part-time	921.4	57.8	6.3
	Public Institutions		
Total	2,239.7	108.3	4.8
Full-time	1,372.2	53.1	3.9
Part-time	867.6	55.3	6.4
	Independent Institutions		
Total	413.4	11.6	2.8
Full-time	359.6	9.0	2.5
Part-time	53.8	2.6	4.8

[a]Freshmen admitted on the basis of GED scores, not a traditional high school diploma.

TABLE 7—Institutions, by Credit-granting Status and by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.0	1,647	100.0
Institutions that grant credit for extrainstitutional learning	3,016	97.3	1,434	98.6	1,582	96.1
Institutions that do *not* grant credit for extra-institutional learning	85	2.7	20	1.4	65	3.9

TABLE 8—Selected Policy Status of Institutions Granting Credit for Extrainstitutional Learning, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
Institutions that grant credit for extrainstitutional learning	3,016	100.0	1,434	100.0	1,582	100.0
Institutions with no written policy	923	30.6	261	18.2	662	41.8
Institutions with written policy	2,093	69.4	1,173	81.8	920	58.2
Institutions with *no* time limit on credit acceptance	2,819	93.5	1,386	96.7	1,433	90.6
Time limit on credit acceptance	197	6.5	48	3.3	149	9.4

TABLE 9—Estimated Number of Students That Received Credit and Amount of Credit Granted, by Type of Extrainstitutional Learning Experience and Control of Institution, 1984–85

	Number of Students			Number of Credits Granted[a]		
Type of Learning Experience	All Institutions	Public Institutions	Independent Institutions	All Institutions	Public Institutions	Independent Institutions
Armed services	56,419	48,735	7,684	440,624	378,078	62,547
Business and industry	4,815	2,931	1,883	27,298	16,708	10,590
Standardized examinations	65,326	49,051	16,275	350,800	269,298	81,502

[a]Credit granted on the basis of recommendations in ACE's *Military Guide, National Guide,* and *Credit by Examination.*

TABLE 10—Institutions That Grant Credit for Learning Acquired in the Armed Services, by Type of Learning Experience and Control of Institution, 1986

Type of Learning and Credit-granting Status	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.0	1,657	100.0
Formal courses						
All institutions that grant credit	2,383	76.8	1,185	81.5	1,198	72.7
Institutions that grant credit for						
Courses at a limited number of armed services' schools	270	8.7	147	10.1	123	7.5
Courses at numerous (more than 3) training facilities	2,113	68.1	1,038	71.4	1,075	65.2
Institutions that *do not* grant credit	718	23.1	168	18.4	449	27.3
Military occupational proficiency						
Institutions that grant credit	1,252	40.4	693	47.7	559	34.0
Institutions that do not grant credit	1,849	59.6	761	52.3	1,088	66.0

TABLE 11—Breadth of Credit-granting Policies for Courses Offered by the Armed Services, by Control of Institution, 1986

Credit-granting Policies	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions[a] that grant credit	2,113	100.0	1,038	100.0	1,075	100.0
Institutions that grant credit						
In *all* undergraduate programs	452	21.4	191	18.4	260	24.2
In certain programs only	149	7.1	76	7.3	72	6.7
On a variable basis, i.e., depending on the military course and the institution's program	1,512	71.6	771	74.2	742	69.0

[a] All institutions that grant credit for courses offered at numerous armed services training facilities.

TABLE 12—Institutions That Use ACE Recommendations for Armed Services Learning Experiences, by Type of Learning and Control of Institution, 1986

Type of Learning	Number	As a Percent of Institutions That Use ACE Recommendations	As a Percent of All Institutions
		All Institutions	
Institutions that use ACE recommendations for:			
Either or both types of learning (courses or military occupational proficiency)	2,033	100.0	65.6
Courses offered by the armed services	1,986	97.7	64.0
Military occupational proficiency	1,096	53.9	35.4
		Public Institutions	
Either or both types of learning (courses or military occupational proficiency)	1,073	100.0	73.8
Courses offered by the armed services	1,041	97.0	71.6
Military occupational proficiency	623	58.0	42.8
		Independent Institutions	
Either or both types of learning (courses or military occupational proficiency)	960	100.0	58.3
Courses offered by the armed services	945	98.4	57.4
Military occupational proficiency	474	49.3	28.8

TABLE 13—Percentage of Institutions That Grant Credit for Learning Acquired in the Armed Services, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of All Institutions (N = 2,033)	Percentage of Public Institutions (N = 1,073)	Percentage of Independent Institutions (N = 960)
Level at which credit is granted:			
Vocational certificate	23.2	35.9	8.9
Lower division baccalaureate or associate degree	96.4	94.8	98.2
Upper division baccalaureate	48.5	27.9	71.5
Graduate degree	2.8	2.1	3.5
Courses to which credit *may* be applied:			
Courses in a student's major	68.7	77.3	59.1
Courses in a student's minor	55.0	55.0	55.1
Elective courses	64.6	68.3	60.4
General education or distribution course requirements	68.7	72.0	64.9
Courses to which credit is *frequently* applied:			
Courses in a student's major	9.0	10.9	6.9
Courses in a student's minor	5.4	4.4	6.6
Elective courses	36.4	41.9	30.2
General education or distribution course requirements	15.2	12.2	18.6
Maximum number of credits that can be granted:			
No maximum	55.5	46.4	65.8
Some maximum	44.5	53.6	34.2
Less than 15 credits	4.8	7.5	1.8
15 to 24 credits	6.9	7.8	5.9
More than 24 credits	32.8	38.3	26.6

NOTE: Table shows percentages of institutions that base their award of credit on recommendations in the ACE *Military Guide*.

TABLE 14—Institutions That Grant Credit for Courses Offered by Business and Industry, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.0	1,647	100.0
Credit given in some or all programs	1,191	38.4	542	37.3	649	39.4
In all programs	403	13.0	154	10.6	249	15.1
In *some* programs only	788	25.4	389	26.7	400	24.3
Credit *not* given	1,908	61.5	909	62.5	998	60.6

TABLE 15—Use of ACE Credit Recommendations for Courses Offered by Business and Industry, by Control and Type of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions granting some credit for courses by business and industry	1,191	100.0	542	100.00	649	100.0
Institutions using ACE recommendations	758	63.6	309	56.9	449	69.2
Institutions *not* using ACE recommendations	433	36.4	234	43.1	200	30.8

TABLE 16—Percentage of Institutions That Grant Credit for Courses Offered by Business and Industry, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of		
	All Institutions (N = 758)	Public Institutions (N = 309)	Independent Institutions (N = 449)
Level at which credit is granted:			
Vocational certificate	24.3	39.2	14.1
Lower division baccalaureate or associate degree	98.6	97.3	99.5
Upper division baccalaureate	54.6	40.5	64.3
Graduate degree	2.7	4.5	1.4
Courses to which credit *may* be applied:			
Courses in a student's major	77.5	85.9	71.7
Courses in a student's minor	62.8	56.0	67.4
Elective courses	63.2	62.5	63.7
General education or distribution course requirements	76.1	71.1	79.5
Courses to which credit is *frequently* applied:			
Courses in a student's major	10.7	17.6	6.0
Courses in a student's minor	7.2	9.0	6.0
Elective courses	36.3	47.7	28.5
General education or distribution course requirements	13.7	11.4	15.2
Maximum number of credits that can be granted:			
No maximum	48.7	42.4	53.1
Some maximum	51.3	57.6	46.9
Less than 15 credits	5.9	8.5	4.1
15 to 24 credits	8.2	9.1	7.6
More than 24 credits	37.1	39.9	35.2

NOTE: Table shows percentages of institutions that base their award of credit on recommendations in the ACE *National Guide to Educational Credit for Training Programs*.

TABLE 17—Institutions That Grant Credit for Standardized Examinations, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.00	1,647	100.0
Institutions that						
Grant credit based on the results of standardized examinations	2,896	93.4	1,394	95.9	1,502	91.2
Use ACE credit recommendations	1,284	41.4	615	42.3	668	40.6
Do not grant credit based on the results of standardized examinations	205	6.6	60	4.1	145	8.8

TABLE 18—Institutions That Grant Credit for Standardized Examinations by Type of Examination and Control of Institution, 1986

Type of Examination	Percentage of All Institutions (N = 2,896)	Public Institutions (N = 1,454)	Independent Institutions (N = 1,647)
CLEP Subject exams	86.9	98.4	84.6
CLEP General exams	68.4	74.6	62.7
Advanced Placement	67.7	62.9	72.2
Faculty Development exams	55.2	57.7	53.0
DANTES Subject Standardized Tests (SSTs)	37.0	40.7	33.6
ACT Proficiency Examination Program (PEP)	17.8	15.5	19.9
ACT Achievement Battery	11.4	11.0	11.7
College Board Achievement Tests	10.8	9.2	12.3
N.Y. Regents	7.8	8.0	7.6
Licensure & certification exams, state	6.6	9.7	3.6
Licensure & certification exams, national	5.3	9.1	1.7
Thomas Edison College Exam Program	3.1	1.7	4.4
Professional association	3.0	4.0	2.1
State examinations	1.7	2.6	1.0
Other	2.7	2.5	3.0

TABLE 19—Percentage of Institutions That Grant Credit by Examination, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of All Institutions (N = 1,284)	Public Institutions (N = 615)	Independent Institutions (N = 668)
Level at which credit is granted:			
Vocational certificate	21.0	33.6	9.5
Lower division baccalaureate or associate degree	96.4	96.3	96.5
Upper division baccalaureate	50.0	33.4	65.3
Graduate degree	1.2	1.9	0.5
Courses to which credit *may* be applied:			
Courses in a student's major	73.1	86.7	60.5
Courses in a student's minor	61.1	66.8	55.8
Elective courses	66.7	74.1	60.0
General education or distribution course requirements	73.0	77.0	69.4
Courses to which credit is *frequently* applied:			
Courses in a student's major	7.9	7.4	8.4
Courses in a student's minor	5.9	5.0	6.8
Elective courses	30.0	33.2	27.2
General education or distribution course requirements	33.0	27.2	38.3
Maximum number of credits that can be granted:			
No maximum	36.0	31.5	40.0
Some maximum	63.8	68.0	60.0
Less than 15 credits	7.7	6.1	9.1
15 to 24 credits	14.1	11.7	16.3
More than 24 credits	42.1	50.2	34.5

NOTE: Table shows percentages of institutions that base their award of credit on recommendations in the ACE *Guide to Educational Credit by Examination*.

TABLE 20—Institutions That Use Other Techniques to Grant Credit for Extrainstitutional Learning, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.00	1,647	100.0
Institutions that:						
Use other techniques to grant credit	1,124	36.2	623	42.8	501	30.4
Do *not* use other techniques	1,977	57.2	831	57.2	1,146	69.6

TABLE 21—Percentage of Institutions That Use Other Techniques to Grant Credit for Extrainstitutional Learning, by Assessment Technique and Control of Institution, 1986

	Percentage of		
Assessment Technique	All Institutions (N = 1,124)	Public Institutions (N = 623)	Independent Institutions (N = 501)
Portfolio assessment	63.7	61.7	66.2
Faculty committee assessment	54.4	46.2	64.6
Assessment of occupational license or certificate	39.3	48.0	28.6
Personal interview	32.3	28.2	37.4
Hands-on demonstration	22.5	29.1	14.4
Product assessment	14.4	6.6	24.2
Other techniques	15.0	22.4	5.9

TABLE 22—Percentage of Institutions That Grant Credit for Other Extrainstitutional Learning, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of		
	All Institutions (N = 1,124)	Public Institutions (N = 623)	Independent Institutions (N = 501)
Level at which credit is granted:			
Vocational certificate	33.0	49.4	12.6
Lower division baccalaureate or associate degree	94.2	92.4	96.5
Upper division baccalaureate	40.2	19.8	65.6
Graduate degree	2.6	3.2	1.8
Courses to which credit *may* be applied:			
Courses in a student's major	80.5	80.6	80.4
Courses in a student's minor	57.5	59.3	55.3
Elective courses	76.5	80.5	71.5
General education or distribution course requirements	63.9	64.6	63.0
Courses to which credit is *frequently* applied:			
Courses in a student's major	12.7	13.0	12.4
Courses in a student's minor	5.1	4.3	6.0
Elective courses	21.9	23.7	19.7
General education or distribution course requirements	13.7	11.4	16.7
Maximum number of credits that can be granted:			
No maximum	37.8	43.1	31.2
Some maximum	62.2	56.9	68.8
Less than 15 credits	11.8	3.5	22.0
15 to 24 credits	14.0	17.8	9.2
More than 24 credits	36.5	35.6	37.6

TABLE 23—Students That Received Credit and Credits Granted on the Basis of Other Assessment Techniques, by Control of Institution, 1985

Control of Institution	Number of Students Granted Credit	Number of Credits Granted
All Institutions	39,674	296,317
Public institutions	28,031	228,861
Independent institutions	11,644	67,456

TABLE 24—Percentage of Institutions That Estimated Student and Credit Counts for Extrainstitutional Learning, 1985

Source of Credit	Percentage of Institutions That Provided Estimates[a] for Number of Students	Number of Credits
	All Institutions	
Armed Services	80.6	78.6
Business and Industry	63.8	64.7
Examination	84.6	83.5
Other Techniques	72.0	75.5
	Public Institutions	
Armed Services	88.8	87.9
Business and Industry	80.7	79.2
Examination	88.9	86.5
Other Techniques	79.9	82.1
	Independent Institutions	
Armed Services	71.4	68.3
Business and Industry	52.2	54.8
Examination	80.6	80.6
Other Techniques	62.2	67.3

[a]Estimates, in contrast to "hard data," were provided by most institutions. The base for the percentages for the first three sources of credit was the number of institutions that used ACE recommendations as a basis for granting credit.

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

March 28, 1986

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 72, Admission and Credit Policies for Adult Learners. Sponsored by the Council's Office on Educational Credit and Credentials (OECC), the survey is intended to update information obtained from earlier studies undertaken by OECC on (1) admission policies for adults who have earned high school equivalency credentials and (2) institutional procedures for evaluating and awarding credit for learning acquired in noncollegiate settings.

Information about these policies and procedures will be valuable in advising the more than 200,000 adults who successfully completed the General Educational Development (GED) Test and enroll in postsecondary education institutions each year. It will also assist countless others who acquire college-level learning while in the military, at work, through professional and voluntary activities, or through independent reading or travel.

This survey may be most appropriately completed by the admissions officer, or registrar, at your institution. Your institution's responses will be held in strict confidence. As with all our surveys the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please have the completed questionnaire returned to us by **May 2, 1986** in the enclosed postage paid, preaddressed envelope. Your timely response is needed to make the results comprehensive and reliable. If you have any problems or questions, please do not hesitate to telephone us collect at (202) 939-9445. Thank you for your assistance.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for
Policy Analysis and Research

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey No. 72

ADMISSION AND CREDIT POLICIES FOR ADULT LEARNERS

This questionnaire seeks information on institutional policies regarding—

- granting credit for learning acquired in noncollegiate settings
- admission of adults who have earned high school equivalency credentials based on the Tests of General Educational Development (GED)
- credit awards based on the credit recommendations contained in:

The Guide to the Evaluation of Educational Experiences in the Armed Services
hereafter referred to as *Military Guide*

The National Guide to Credit Recommendations for Training Programs
hereafter referred to as *National Guide*

Guide to Credit by Examination
hereafter referred to as *CBE Guide*

A. What calendar system did your institution use in 1984–85?

☐ semester system

☐ quarter system

☐ other; specify

_____

B. What is the minimum number of credit hours required to earn an associate or baccalaureate degree at your institution?

____ hours for an associate degree
☐ associate degree is not offered

____ hours for a baccalaureate degree
☐ baccalaureate degree is not offered

SECTION I—GENERAL POLICIES AND PROCEDURES

1. Does your institution grant credit for learning acquired in any *noncollegiate* settings, e.g. on the basis of examinations, credit recommendations for military training, portfolio evaluations?

____ No. If no, go to section II. ____ Yes

2. a Does your institution have a *written policy* for granting credit for learning acquired in noncollegiate settings?

____ No. If no, go to item 2b.

____ Yes. If yes, go to item 2c.

Comment. _____

_____

b. Do *subdivisions* within the institution (colleges, schools, departments, etc.) have a written policy?

____ No. If no, go to item 3.

____ Yes. If yes, specify which subdivisions have such a written policy? _____

_____

_____

c. Does your institution have written *procedures* for implementing the policy?

____ No; go to item 4. ____ Yes; go to item 4.

3. If there is *no written policy*, but credit is, in fact, granted for learning acquired in noncollegiate settings, who makes the decision to grant the credit?

Admissions officer ____

Registrar ____

Other; specify ____

4. At some institutions there is a time limit after which credits *cannot* be accepted to satisfy degree requirements. For example, an institution might accept credits that are ten years old, but not 12 years old. Does your institution have such a credit acceptance time limit?

a. For courses taken at this institution—

____ there is no time limit.

____ there is a limit which is ____ years

b. For courses taken at another postsecondary institution—

____ there is no time limit.

____ there is a limit which is ____ years

c. For learning acquired in *noncollegiate* settings—

____ there is no time limit.

____ there is a limit which is ____ years

d. ____ The time limit varies according to field of study. Example: a time limit for credits in computer technology might be different from the time limit for credits in English.
Comment. _____

_____

Go to page 2.

SECTION II. ADMISSIONS POLICIES

1. a. Do you admit first-time freshman applicants who do not have a traditional high school diploma?

   ___ No. If no, go to Section III.

   ___ Yes.

   b. If yes, is any academic certification or credential required for admission?

   ___ No; go to question 2 this section.

   ___ Yes. If yes, which of the following alternatives do you accept in lieu of a traditional diploma? Check all that apply.

High school equivalency credential based on completing Tests of General Educational Development (GED)	___
Minimum GED Test scores	___
Adult high school diploma	___
Competency-based high school diploma	___
External diploma program	___
Locally prepared tests	___
Interviews	___
Work experience	___
Portfolio evaluation	___
Other; Specify. _____	___

   Comment. _____

   _____

2. Do you require (additional) test scores for first-time freshman applicants?

   ___ No; go to question 3, this Section.

   ___ Yes; if yes, indicate which tests are required; check all that apply.

	Test Is *Required of Applicants—* ***with*** **traditional diplomas**	***without*** **traditional diplomas**
Scholastic Aptitude Test (SAT)	___	___
American College Testing Program (ACT)	___	___
College-Level Examination Program (CLEP)	___	___
Other; specify. _____	___	___

3. For admitting students on the basis of GED testing, do you accept those students who have GED scores that meet your state's high school equivalency credential requirements?

   ___ Yes, we accept those who meet the state requirements.

   ___ No, we have a requirement different from the state; it is an average GED score no less than ___.

   ___ We do not admit applicants on the basis of GED testing.

   Comment. _____

   _____

4. How many first-time freshmen were enrolled in your institution in the fall term 1985? How many were enrolled on the basis of GED credentials or test scores? If "hard data" are not available, please provide an estimate and check the "Estimate" box.

	Total First-time Freshmen	**No. Admitted on Basis of GED Credential or Score**	**Check Here If Estimate**
a. Full-time	_____	_____	☐
b. Part-time	_____	_____	☐

Go to page 3.

SECTION III. ACADEMIC CREDIT POLICIES FOR TRAINING AND OCCUPATIONAL PROFICIENCY IN THE ARMED SERVICES

1. a. Does your institution grant credit for formal courses offered by the armed services?

   ___ No. If No, go to item 2.a., this section.

   ___ Yes, but only for courses taken at a limited number of schools (no more than 3), such as the Defense Language Institute (Monterey, CA) or the U.S. Army Academy of Health Sciences (Fort Sam Houston, TX). If you check this option, please go to item 2.a., this section.

   ___ Yes, this institution grants credit for courses taken at numerous (more than 3) training facilities; go to question 1.b.

   b. Which statement best describes your policy on granting credit for courses offered by the armed services.

   ___ Credit is granted in all undergraduate programs.

   ___ Credit is granted in certain programs only.

   ___ Granting of credit varies according to the course for which credit is being requested and/or the program to which it is to be applied.

   c. Is credit granted on the basis of recommendations in ACE's *Military Guide?*

   ___ No ___ Yes

2. a. Does your institution grant credit for military occupational proficiency?

   ___ No

   ___ Yes
   If yes, is credit granted on the basis of recommendations in ACE's *Military Guide?*

   ___ No ___ Yes

If your institution does not use ACE's *Military Guide* recommendations for training and occupational proficiency obtained in the armed services, please go to Section IV.

If your institution uses the *Military Guide* recommendations for either military courses or occupational proficiency or both, please complete the rest of the questions in this section.

3. In which of the following categories does your institution grant credit for military courses and/or proficiency based on the *Military Guide* credit recommendations? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

   ___ Vocational certificate

   ___ Lower div. baccalaureate or associate degree

   ___ Upper division baccalaureate

   ___ Graduate degree

4. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

	May Be Applied	Frequently Applied
Courses in a student's major	___	___
Courses in a student's minor	___	___
Elective courses	___	___
General education or distribution course requirements	___	___
Other; specify. _____		
_____	___	___

5. Is there a maximum number of credits (semester or quarter hours) that can be granted on the basis of *Military Guide* recommendations?

   ___ No.

   ___ Yes; if yes, what is the maximum? ___

6. Last year (AY 1984–85) how many students received credit based on *Military Guide* recommendations? What was the total number of credits granted? If "hard data" are not available, please provide estimates and check the "Estimate" box.

	Number	Estimate
Number of students	_____	☐
Total number of credits	_____	☐

Go to page 4.

SECTION IV. ACADEMIC CREDIT POLICIES FOR EDUCATION AND TRAINING IN BUSINESS AND INDUSTRY

1. a. Does your institution grant credit for formal courses offered by business and industry?

   ___ No; go to Section V.

   ___ Yes, but only in certain programs. Please specify.

   _____

   _____

   ___ Yes, in all programs.

   b. If yes, is credit granted on the basis of recommendations in ACE's *National Guide?*

   ___ No. If no, go to Section V.

   ___ Yes.

2. In which of the following categories does your institution grant credit based on ACE credit recommendations for courses taken in business and industry settings? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

   ___ Vocational certificate

   ___ Lower div. baccalaureate or associate degree

   ___ Upper division baccalaureate

   ___ Graduate degree

3. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

	May Be Applied	Frequently Applied
Courses in a student's major	___	___
Courses in a student's minor	___	___
Elective courses	___	___
General education or distribution course requirements	___	___
Other; specify. _____	___	___
_____	___	___

4. Is there a maximum number of credits (semester or quarter hours) that can be granted on the basis of ACE recommendations for business and industry courses?

   ___ No.

   ___ Yes; if yes, what is the maximum? ___

5. Last year (AY 1984–85) how many students received credit based on ACE recommendations for business and industry courses? What was the total number of credits granted? If "hard data" are not available, please provide an estimate and check the "Estimate" box.

	Number	Estimate
Number of students	_____	☐
Total number of credits	_____	☐

Go to page 5.

SECTION V. POLICIES FOR GRANTING ACADEMIC CREDIT BY EXAMINATION

1. a. Does your institution grant credit based on the results of standardized examinations?

___ No; go to Section VI.

___ Yes.

2. a. For which of the following examinations does your institution grant credit?

College Level Examination Program (CLEP) General Exams (one of more) ___

CLEP Subject Exams (one or more) ___

College Board Advanced Placement Examinations (AP) ___

College Board Achievement Tests ___

American College Testing Program (ACT) Assessment Battery ___

ACT Proficiency Examination Program (ACTPEP) ___

Military (DANTES) Subject Standardized Tests (SST) ___

New York Regents College Examinations ___

Thomas Edison College Examination Program ___

Tests prepared by professional associations e.g., American Chemical Society ___

National Licensure and Certification Examinations ___

State Licensure and Certification Examinations ___

State examinations ___

Faculty developed examinations ___

Other; specify. _____ ___

b. Does your institution grant credit for any of these examinations based on recommendations in ACE's *Guide to Credit by Examination (CBE Guide)*?

___ No. If no, go to Section VI. ___ Yes

3. In which of the following categories does your institution grant credit by examiniation? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

___ Vocational certificate

___ Lower div. baccalaureate or associate degree

___ Upper division baccalaureate

___ Graduate degree

4. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

	May Be Applied	Frequently Applied
Courses in a student's major	___	___
Courses in a student's minor	___	___
Elective courses	___	___
General education or distribution course requirements	___	___
Other; specify. _____	___	___

Comment. _____

_____

5. Is there a maximum number of credits (semester or quarter hours) that can be granted for completion of standardized examinations?

___ No.

___ Yes; if yes, what is the maximum? ___

6. Last year (AY 1984–85) how many students received credit based on completion of standardized exams? What was the total number of credits granted? If "hard data" are not available, please provide estimates and check the "Estimate" box.

	Number	Estimate
Number of students	_____	☐
Total number of credits	_____	☐

Go to page 6.

SECTION VI. ACADEMIC CREDIT POLICIES FOR LEARNING OBTAINED IN OTHER NONCOLLEGIATE SETTINGS

1. Does your institution use other techniques to grant credit for learning obtained in a noncollegiate setting?

___ No. If No, go to Section VII.

___ Yes. If yes, what assessment techniques are used? Check all that apply.

Portfolio assessment ___

Faculty committee assessment ___

Product assessment ___

Assessment of occupational licenses and/or certificates held by student (e.g., allied health, aviation, building trades, etc.) ___

Hands-on demonstration ___

Personal interview ___

Other; specify.

_____ ___

Comment. _____

_____

2. In which of the following categories does your institution grant credit for these assessment techniques? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

___ Vocational certificate

___ Lower div. baccalaureate or associate degree

___ Upper division baccalaureate

___ Graduate degree

3. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

	May Be Applied	Frequently Applied
Courses in a student's major	___	___
Courses in a student's minor	___	___
Elective courses	___	___
General education or distribution course requirements	___	___
Other; specify. _____	___	___

Comment. _____

_____

4. Is there a maximum number of credits (semester or quarter hours) that can be granted for these assessment techniques?

___ No.

___ Yes; if yes, what is the maximum? ___

5. Last year (AY 1984–85) how many students received credit based on these assessment techniques? What was the total number of credits granted? If "hard data" are not available, please provide estimate and check the "Estimate" box.

	Number	Estimate
Number of students	_____	☐
Total number of credits	_____	☐

SECTION VII. ADVISORY SERVICES

ACE provides telephone and mail advisory services to assist institutions in using the credit recommendations in its several *Guides*. Has your institution used any of these advisory services?

___ Yes. If yes, indicate for which *Guide* the advisory services were used. Check all that apply.

Military Guide ☐
National Guide for Training Programs ☐
Credit by Examination Guide ☐

___ No ___ Do not know

Comment. _____

_____

_____

Thank you for your cooperation.
Please return this form by May 2, 1986 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this survey questionnaire for your records

Name of Respondent _____

Department/Office _____

Telephone (_____)_____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel (HEP) forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* published by the U. S. Department of Education's Center for Statistics. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample, or an appropriate subgroup is used.

The survey mechanism relies on a network of campus representatives at institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 487 institutions in one of the half-samples of the panel. Excluded were professional schools of medicine, health sciences, and law and institutions with upper-division or graduate programs only. The questionnaire was mailed on March 28, 1986. After mail and telephone follow-ups, 391 usable responses, or 80 percent of the half-sample, were received.

Data from the 391 responding institutions were weighted and adjusted to represent 3,101 colleges and universities. Table B-1 shows the stratification design.

As used with all Panel surveys, data received were adjusted for item and institutional nonresponse within each cell. Institutional weights were then applied to make the Panel data representative of the national population.

Table B-2 compares survey respondents and nonrespondents on several variables. Response rates were greater than average among universities and two-year institutions. Lower than average response rates were recorded for independent institutions, baccalaureate, specialized and small (less than 1,000 full-time equivalent enrollment) colleges.

TABLE B-1—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		3,101	391
1	Large public doctorate-granting	[a]	104	43
2	Large private doctorate-granting	[a]	58	25
3	Large public comprehensive	[a]	92	40
4	Large private comprehensive	[a]	26	8
5	Large public specialized	[a]	4	1
6	Large private specialized	[a]	8	1
7	Large public two-year	[a]	43	15
8	Public comprehensive	5,500–8,999	56	15
9	Public comprehensive	<5,500	108	19
10	Private comprehensive	<9,000	126	18
11	Public baccalaureate	<9,000	127	15
12	Private baccalaureate	1,350–8,999	166	21
13	Private baccalaureate	<1,350	446	29
14	Public specialized	<9,000	22	2
15	Private religious	<9,000	295	3
16	Private specialized	<9,000	154	8
17	Public two-year academic/comprehensive	6,000–8,999	55	15
18	Public two-year academic/comprehensive	4,000–5,999	72	15
19	Public two-year academic/comprehensive	2,000–3,999	155	21
20	Public two-year academic/comprehensive	<2,000	332	21
21	Private two-year academic/comprehensive	<9,000	129	12
22	Public two-year occupational	2,500–8,999	63	14
23	Public two-year occupational	<2,500	221	20
24	Private two-year occupational	<9,000	239	10

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2—Comparison of Respondents and Nonrespondents
(In Percentages)

Control, Type and Size of Institution	Respondent (N = 391)	Nonrespondent (N = 96)	Response Rate
Total	100.0	100.0	80.3
Control			
Public	65.5	51.0	83.9
Independent	34.5	49.0	74.2
Type of Institution			
University	17.4	12.5	85.0
Comprehensive	25.6	22.9	82.0
Baccalaureate	16.6	21.9	75.6
Two-Year	36.6	26.0	85.1
Specialized	3.8	16.7	48.4
Full-time equivalent (FTE) Enrollment			
Less than 1,000	21.2	32.3	72.8
1,000–4,999	36.1	30.2	82.9
5,000–9,999	23.0	21.9	81.1
10,000 +	19.7	15.6	83.7

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American Council on Education

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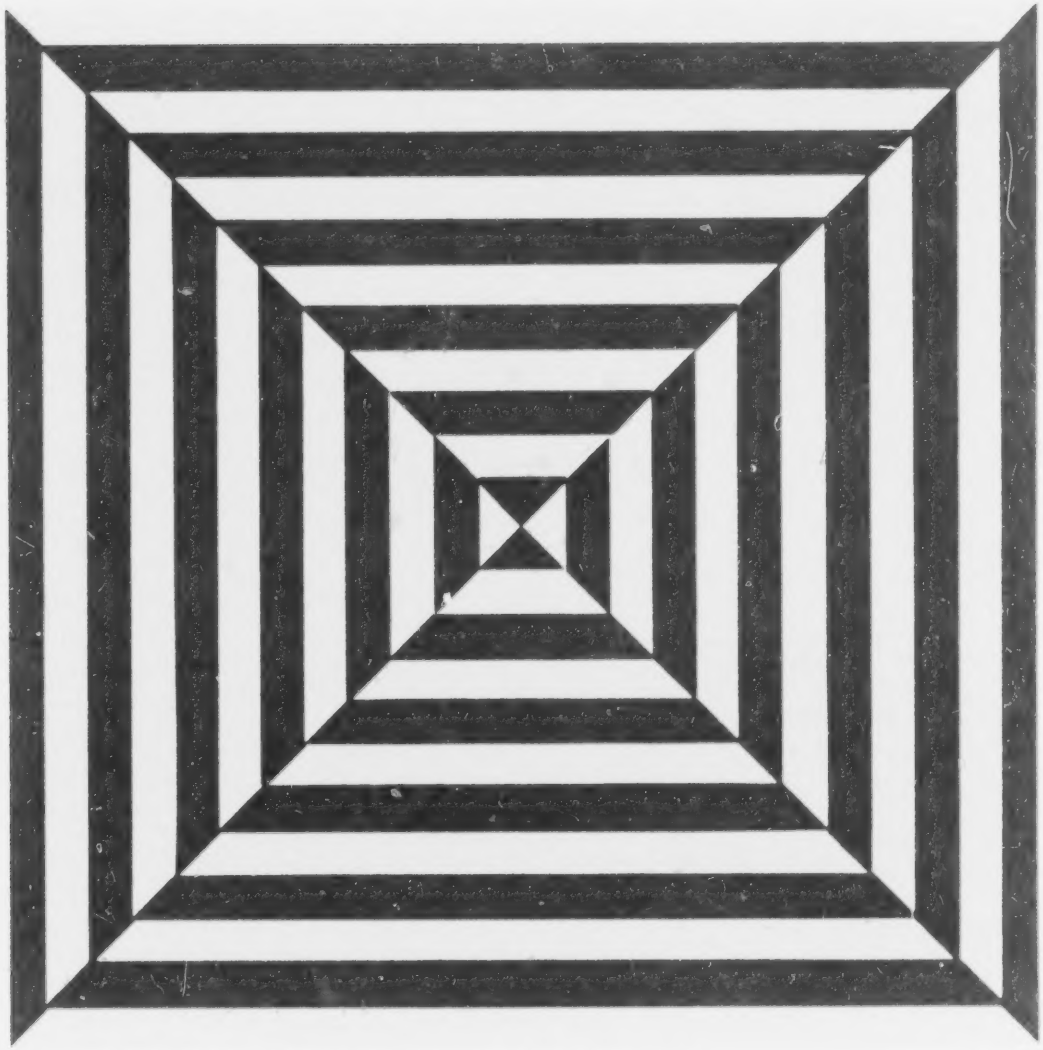
SURVEY OF ACCREDITATION ISSUES 1986

Charles J. Andersen



HIGHER EDUCATION PANEL REPORT NUMBER 74 APRIL 1987

American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. Higher Education Panel Reports are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

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Survey of Accreditation Issues 1986

Charles J. Andersen

Higher Education Panel Reports
Number 74 April 1987

American Council on Education
Washington, D.C. 20036

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HIGHLIGHTS

This report describes the results of a survey of presidents, provosts, academic deans and other officials from a sample of 520 institutions. Responses, which were received from 72 percent of the institutions, have been statistically adjusted to produce national estimates (see Appendix B).

There are two major categories of accreditation: institutional and specialized. Institutional accreditation considers characteristics of the entire institution—including not only its educational offerings, but its other attributes such as student services, financial condition, and administrative strength. Institutional accrediting bodies may be either regional or national. In contrast, specialized accreditation focuses on a specific program within the institution and usually has close ties to the professional association in the field of specialization. Most of the questions in this survey were specifically directed at either one or the other type of accreditation.

The Council on Postsecondary Accreditation (COPA) is a nongovernmental association of accrediting agencies that periodically reviews the work of its members and others, and publicly recognizes those that meet or exceed its provisions.

Institutional Accreditation

- Ninety percent of the survey respondents agreed that institutional accreditation provides a useful index of institutional quality.

- Three-fifths of the respondents indicated that institutional accreditation is extremely useful as a tool for self-evaluation; just over half said it was extremely useful as a stimulus for improvement; but only one-fifth identified it as extremely useful as a criterion for eligibility for federal funds.

Specialized Accreditation

- In 1986 there were approximately 13,600 programs accredited by specialized accrediting bodies at three-quarters of the nation's 3,200 campuses.

- In the last three years, approximately 7,700 visits were made by the specialized accrediting bodies to examine programs.

- Three-quarters of all survey respondents reported that specialized accreditation provides a useful index of program quality. A somewhat smaller proportion (68 percent) of the respondents from two-year institutions agreed with that assessment.

- Seventy percent of the respondents agreed that most of their programs subject to specialized accreditation could benefit from the self-study required by specialized accrediting agencies.

- Two-thirds of the respondents agreed that specialized accreditation helps their graduates obtain jobs and job-related credentials such as licenses.

- Few respondents (less than one-tenth) said that specialized accreditation precluded the need for other means of program evaluation.

Strengthening Accreditation

- Half of the respondents agreed that *institutional* accreditation needed to be strengthened. Less than one-fifth of the respondents agreed that *specialized* accreditation needed strengthening.

- Of the respondents who indicated that accreditation needed strengthening, four-fifths agreed that greater cooperation among the accrediting bodies would help achieve that end. Two-thirds agreed that regional accreditation would be strengthened if the *regional* accrediting bodies had common (national) standards.

- Nine out of ten of the respondents who indicated that accreditation should be strengthened thought that active involvement of campus chief executive officers (CEOs) in the activities of regional accrediting bodies would help achieve that end. Nearly half thought that CEO involvement in specialized accrediting bodies would help strengthen accreditation.

- Eight out of ten of the survey respondents agreed that recognition of accrediting bodies by the Council on Postsecondary Accreditation (COPA) is a sufficient index of quality and should preclude the federal government's need to compile its own list of recognized accrediting agencies.

BACKGROUND

This survey was undertaken by the American Council on Education in response to national interest in accreditation. Articles in the higher education press[1] about accreditation and the appointment of a self-study advisory panel by the Council on Postsecondary Accreditation (COPA), in addition to concerns expressed by institutional presidents, contributed to a climate in which the conduct of a systematic examination of several key issues seemed appropriate.

The survey was conducted through the Higher Education Panel (HEP), an ongoing survey research program of the American Council on Education. A four-page questionnaire was mailed to a nationally representative sample of 520 colleges and universities with the request that it be completed by the institution's chief executive officer (CEO). The questionnaire requested information concerning the respondent's experience with accrediting bodies and procedures, opinions concerning the usefulness of accrediting bodies, and opinions on the importance of courses of action that have been proposed to make the accrediting process more effective.

Questionnaires (see Appendix A) were mailed on July 25, 1986. By mid October, 374 responses had been received, or 72 percent of those surveyed. Approximately thirty percent of the respondents were chief executive officers of their campuses. An additional 43 percent were academic vice presidents, provosts or vice provosts, and the remaining quarter were executive vice presidents, institutional researchers, or other officials.

Data from respondents were statistically adjusted using the Panel's stratification design and the weighting technique described in Appendix B. This adjustment means that the report's findings can be interpreted as generally representative of the views of leading officials in the nation's 3,250 colleges and universities.

Appendix A includes a facsimile of the survey instrument. Appendix B includes a description of the stratification design, weighting procedure, and response rates.

[1] "Northwest Accrediting Group Bars Specialized Colleges", *The Chronicle of Higher Education*, Vol. 31, No. 13, November 27, 1985, p. 3.

Glenn Dumke, "Accrediting: the Weak Link in Education Reform", *The Chronicle of Higher Education*, Vol. 31, No. 18, January 15, 1986, p. 104.

Bice Clemow, "Collegiate Accreditation", *The College Board Review*, No. 138, Winter 1985-86, p. 19.

FINDINGS

The findings are presented in four sections. First, the experience that respondents have had with the accreditation process is described. Second, issues concerning institutional accreditation are reviewed, followed by issues concerning specialized accreditation[2]. The fourth section presents opinions concerning the way in which the Council on Postsecondary Accreditation's (COPA) Assembly of National Postsecondary Education Organizations (ANPEO) can work to support and improve the accreditation process.

[2] There are two major categories of accreditation: institutional and specialized. Institutional accreditation considers characteristics of the entire institution — including not only its educational offerings, but its other attributes such as student services, financial condition, and administrative strength. Institutional accrediting bodies may be either regional or national. In contrast, specialized accreditation focuses on a specific program within the institution and usually has close ties to the professional association in the field of specialization. Most of the questions in this survey were specifically directed at either one or the other type of accreditation.

I. Experience of Respondents

The questionnaire was completed by officials who have had immediate experience with accreditation. Nearly all (94 percent) have helped prepare an institutional self-study or a portion of such a study; sixty-eight percent reported having prepared a program self-study or a portion of it. Two-fifths have served on regional or national institutional accreditation teams, and one-fifth have served on specialized accrediting teams. Sixty-nine percent have attended meetings or conferences of regional or national accrediting bodies; however, only about one-fifth have attended such functions sponsored by the specialized accrediting bodies. Thus, among those administrators who completed the questionnaire, there appears to be greater experience with institutional (regional or national) accreditation than with specialized accreditation.

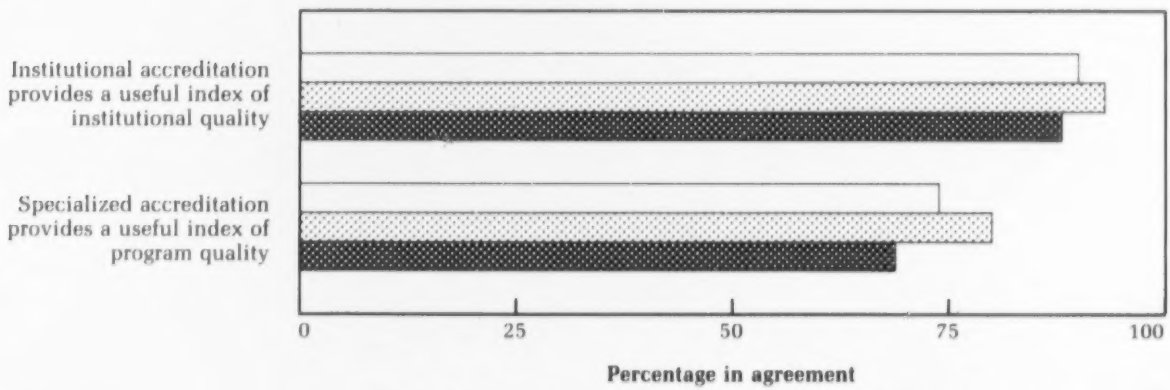
TABLE A—Respondents' Experience with Accreditation

Type of Experience	Percentage of Respondents		
	All Institutions	Public Institutions	Independent Institutions
1. Prepared an institutional self-study or portion of it	94	92	95
2. Prepared a program self-study or portion of it	68	69	66
3. Attended annual meetings or conferences of institutional accrediting bodies	69	62	74
4. Served on a visiting accreditation team for an institutional accrediting body	43	48	39
5. Served on a specialized accreditation visiting team	21	20	21
6. Attended annual meetings or conferences of specialized accrediting bodies	18	13	22

Ninety percent of the institutional responses indicated agreement with the statement that institutional accreditation by regional or national accrediting bodies provides a useful index of institutional quality. Three-quarters of the responses agreed that specialized accreditation provides a useful index of program quality.

Thus, there is widespread agreement that accreditation provides useful indices of quality, even though, as will be seen, there may be disagreement over some of its specific uses or functions.

FIGURE A
Usefulness of Accreditation



Reference: Detailed Tables 2, 5

II. Institutional Accreditation

As used here, institutional accreditation refers to the accreditation of the entire institution. Such accreditation is performed by the nine postsecondary education commissions in the six regional accrediting associations [3] plus American Association of Bible Colleges, Association of Independent Colleges and Schools, National Association of Trade and Technical Schools, Association of Theological Schools in the U.S. and Canada, and National Home Study Council. Institutional accreditation is distinguished from specialized or program accreditation which concerns itself with specific instructional programs such as medicine, law, business administration, music, social work, etc., within the institution.

As noted above, ninety percent of the respondents agreed that institutional accreditation by regional or national bodies provides a useful index of institutional quality. This high level of concurrence was shown by all institutional types except the universities where only 71 percent agreed with the statement (see Detailed Table 2).

Three-fifths of the respondents agreed that institutional accreditation is a sufficient index of quality and should preclude state involvement in matters of institutional quality. A considerably higher share of respondents from independent institutions (67 percent) than from public colleges and universities (55 percent) agreed with that statement.

Agreement that institutional accreditation is a sufficient index of quality and should preclude the need for specialized accreditation was reported by only two-fifths of the respondents. The public and independent sectors showed about the same proportion of agreement on this issue. However, only one-fifth of the university respondents agreed with the idea, in contrast to nearly half of the two-year college respondents (see Detailed Table 2).

[3] The six regional accrediting associations and their nine postsecondary education commissions are:

Middle States Association of Colleges and Schools: Commission on Higher Education;

New England Association of Schools and Colleges: Commission on Institutions of Higher Education; Commission on Vocational, Technical, and Career Institutions;

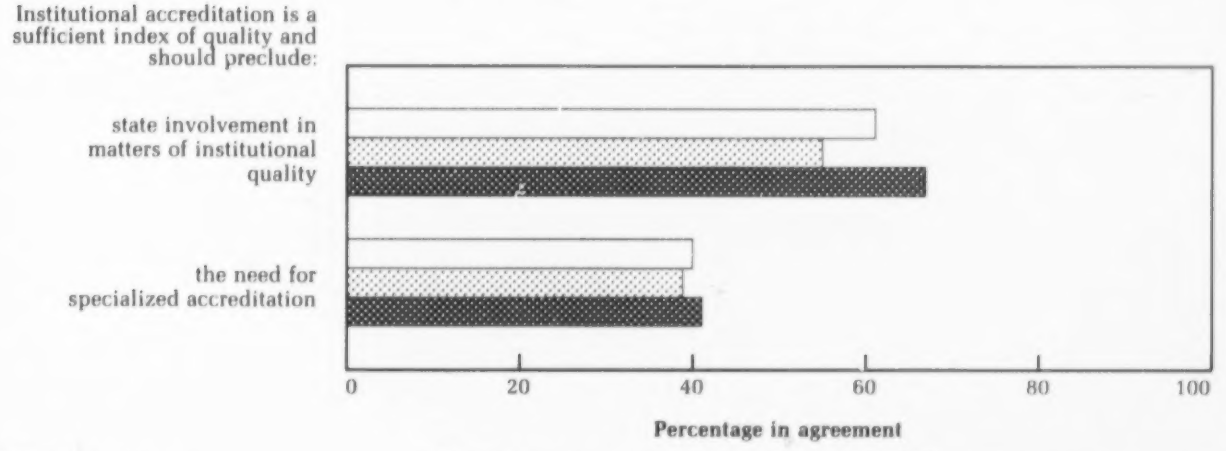
North Central Association of Colleges and Schools: Commission on Institutions of Higher Education;

Northwest Association of Schools and Colleges: Commission on Colleges;

Southern Association of Colleges and Schools: Commission on Colleges; Commission on Occupational Education Institutions;

Western Association of Schools and Colleges: Accrediting Commission for Senior Colleges and Universities; Accrediting Commission for Community and Junior Colleges

FIGURE B
Sufficiency of Institutional Accreditation



Reference: Detailed Table 2

Six reasons for institutional accreditation were identified on the survey instrument, and respondents indicated how useful they thought each was, using a scale from five to one, where the high value equaled "extremely useful" and the low, "not useful."

Sixty-three percent of the respondents found accreditation to be extremely useful as a tool for self-evaluation. Slightly more than half indicated that accreditation was extremely useful as a stimulus for improvement, and nearly half gave it the high rating as a means of demonstrating that an institution has standards that are generally accepted in the postsecondary education community. Only an eighth gave the top rating to accreditation as a source of low-cost consultation or as a means of achieving or reinforcing consensus within an institution (see Table B).

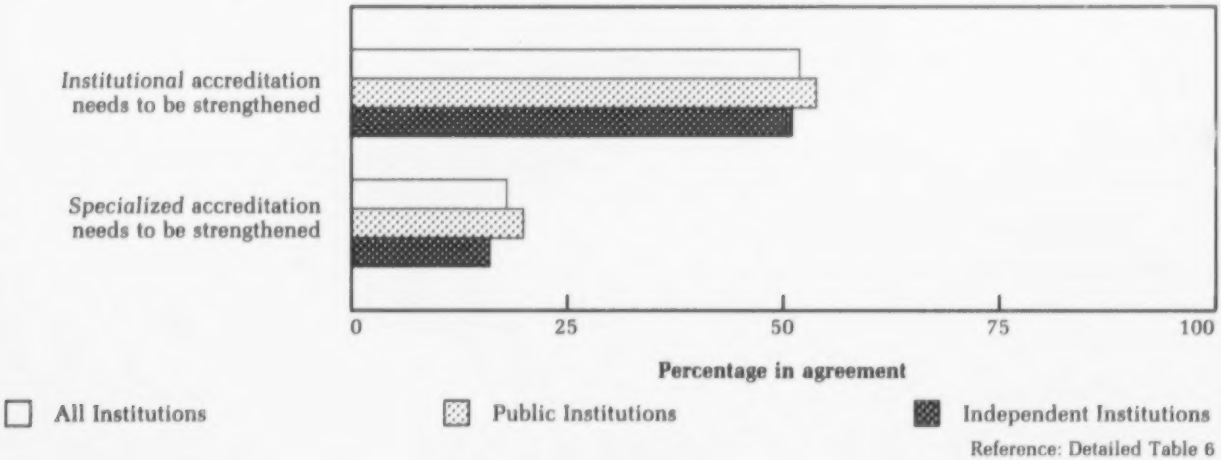
About one-fifth indicated that they thought accreditation was extremely useful as a criterion for eligibility for federal funds. However, fifteen percent scored that reason 2 or 1, which may be interpreted as being not useful.

TABLE B—Usefulness of Selected Functions of Institutional Accreditation

Item	Percentage of Respondents Who Scored Item— Extremely Useful 5	4	3	2	Not Useful 1	No Response
Institutional accreditation is useful as:						
1. a tool for self-evaluation	63	36			1	<1
2. a stimulus for improvement	55	44			1	1
3. demonstrating that an institution has standards that are accepted by the postsecondary education community	45	52			2	<1
4. a criterion of eligibility for federal funds	22	60			15	3
5. a means of achieving consensus among various elements of the institution	13	72			14	<1
6. a source of low-cost consultation	13	63			23	<1

A slight majority (52 percent) of the respondents agreed with the assertion that institutional accreditation needs to be strengthened. On this issue, the opinion of respondents from specialized institutions (e.g. independent schools of law, medicine, business administration, music, etc.) was at odds with the opinion from other types of institutions. Only one-third of the former agreed that institutional accreditation needed strengthening, in contrast to over fifty percent of respondents from all of the other types of institutions. The reasons for this difference cannot be readily determined from the present study's data in-

FIGURE C
Opinion Concerning the Need to Strengthen Accreditation



Reference: Detailed Table 6

asmuch as there were no probing follow-on questions for those who did not think that accreditation needed to be strengthened.

Greater involvement of chief executive officers in the governance of accrediting bodies has been identified by some as a way of strengthening the accreditation process. The utility of such involvement was the subject of one of the questionnaire items directed at those survey respondents who indicated that accreditation should be strengthened. Table C shows that nearly all of the respondents felt that CEOs should be actively involved in regional accrediting agencies; two thirds identified the Council on Postsecondary Accreditation (COPA) and three-fifths noted national accrediting bodies. Only one-third to two-fifths of the respondents to this question identified the specialized assemblies that are part of COPA as agencies in which there should be greater CEO participation.

TABLE C—Recommended Involvement of CEOs in Accreditation Bodies

Accrediting Body/Interest Group	Percentage of Respondents		
	All Institutions	Public Institutions	Independent Institutions
1. Regional accrediting bodies	92	92	92
2. Council on Postsecondary Accreditation (COPA)	68	68	68
3. National (institutional) accrediting bodies	61	59	63
4. Specialized accrediting bodies	47	49	44
5. Assembly of Institutional Accrediting Bodies (AIAB)	41	39	43
6. Assembly of National Postsecondary Education Organizations (ANPEO)	37	38	35
7. Assembly of Specialized Accrediting Bodies (ASAB)	36	33	39

Note: This table represents the views of only those respondents who indicated that either or both institutional and specialized accreditation needed strengthening. This table shows the percentage of those respondents who thought CEOs should be actively involved in the bodies listed.

Table D shows three other means of strengthening accreditation. Four out of five respondents to these items agreed that greater cooperation would work toward this end, and two-thirds agreed that more vigorous application of standards pertaining to learning outcomes would help achieve the goal. Of special interest in a system that prides itself on diversity is the finding that two-thirds of the respondents agreed that regional accreditation would be strengthened if all the regional accrediting bodies had common (national) standards. A somewhat higher percentage of respondents from public than from independent institutions agreed with the latter proposition.

TABLE D—Selected Means of Strengthening Accreditation

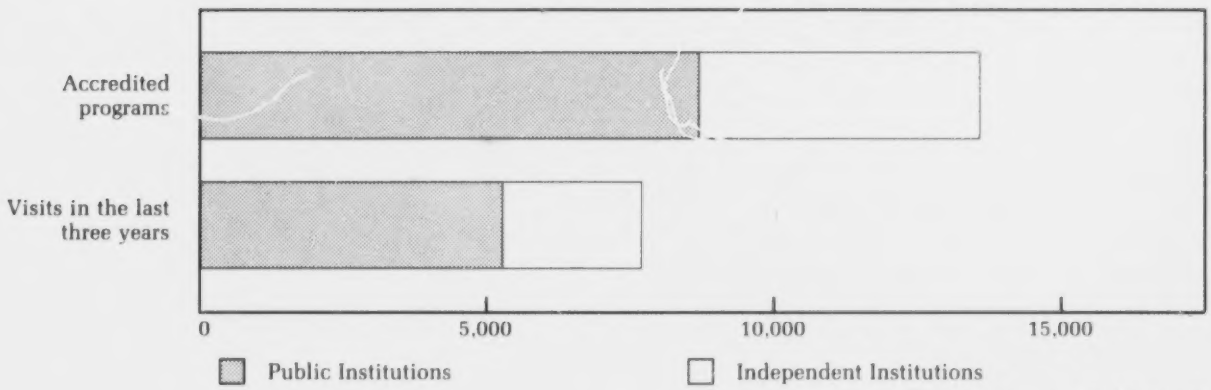
Means of Strengthening Accreditation	Percentage of Respondents[a]		
	All Institutions	Public Institutions	Independent Institutions
1. Greater cooperation among accrediting bodies	83	85	82
2. More vigorous application of standards pertaining to learning outcomes	69	76	62
3. For regional accrediting bodies, existence of common (national) standards	68	72	65

[a]Respondents who indicated that accreditation needed to be strengthened.

III. Specialized Accreditation

Survey data indicate that three-quarters (76 percent) of the nation's colleges and universities have at least one program that is accredited by a specialized accrediting body. The total number of programs with such accreditation is estimated at slightly more than 13,600 programs. Seventy percent of these programs were at public institutions, and thirty percent at independent colleges and universities. Approximately one third—just over 5,000—were at two-year colleges; the remainder were at four-year colleges, universities, and specialized institutions. The average number of accredited programs per institution (with accredited programs) was six; public institutions reported an average of seven, and independent colleges and universities, three. Research universities reported the largest average, with fifteen per institution.

FIGURE D
Programs Accredited and Visits by Specialized Accrediting Bodies



Reference: Detailed Table 4B

Institutions with accredited programs reported that about 7,700 visits were made by the specialized accrediting bodies in the last three years. This results in an average of about one visit per institution per year. Universities had the largest average number of visits, seven per institution in the last three years. Baccalaureate colleges showed the smallest number, an average of two in the same period.

To a question about whether or not the number of visits was too few, too many, or "about right," three-quarters of the respondents answered that the number was "about right." Very few judged the number to be too few, and 22 percent felt there were too many visits (see Detailed Table 4C).

Three-quarters of all respondents indicated that specialized accreditation provided a useful index of program quality. A higher percentage of responses from public institutions (80 percent) than from independent colleges and universities (69 percent) agreed with that statement (see Figure A), Only 68 percent of the respondents from two-year colleges agreed (see Detailed Table 5).

Survey participants were asked to indicate whether or not they agreed with 17 statements about specific issues concerning specialized accreditation. These statements ranged widely, from the matter of costs to incursions on institutional autonomy. Seven of the statements may be considered positive, ten negative.

The statements—be they positive or negative—with which 50 percent or more of the respondents agreed dealt with program content or licensure issues. Seven out of ten respondents agreed that most programs subject to specialized accreditation could benefit from the scrutiny required by the accrediting process. On the other hand, six out of ten agreed that specialized accreditation requirements limited the number of general education courses that students could take, and half agreed that required courses and course sequences were too prescriptive (see Table E).

Regarding licensure, two-thirds of the respondents agreed with the statement that specialized accreditation helped their graduates obtain jobs and licenses. However, six out of ten (58 percent) agreed that the direct link that some specialized accrediting bodies have with licensure increases institutional problems related to control of the programs. And half of the respondents agreed that some links between specialized accreditation and licensure are an inappropriate use of accreditation by the government.

Whereas nearly one-half of the respondents agreed that specialized accreditation activity—self-study and visits—required too much faculty and staff time, only one-third agreed that the dollar costs were too great (see Table E).

Table E—Agreement with Selected Statements Concerning Specialized Accreditation

Item	Percentage of Respondents					
	All Institutions	Universities	Comprehensive Insts.	Baccalaureate Colleges	2-year Colleges	Specialized Insts.
POSITIVE STATEMENTS						
1. Most programs on my campus subject to specialized accreditation benefit from the scrutiny required by specialized accrediting agencies. (a)	70	88	81	70	61	76
2. Specialized accreditation helps our graduates obtain jobs and licenses or other job-related credentials. (g)	67	77	78	76	63	56
3. Specialized accreditation assures me that the standards and quality of my programs are generally acceptable in the postsecondary education community. (b)	66	81	73	73	65	52
4. Specialized accreditation assures that the program is relevant to current practice in the field. (l)	51	55	66	51	50	42
5. Specialized accreditation is a source of low-cost consultation. (d)	36	51	46	35	31	37
6. Specialized accreditation is necessary to recruit and retain faculty. (k)	25	45	44	23	16	30
7. Specialized accreditation means that that I don't need to rely on other means of program evaluation. (c)	7	7	10	7	9	1
NEGATIVE STATEMENTS						
8. Courses and course sequences required by specialized accreditation limit the number of general education courses students can take. (i)	61	65	75	73	56	46
9. The direct link that some specialized accrediting bodies have with licensure increases institutional problems related to control of the program. (q)	58	65	66	68	58	41
10. The direct link that some specialized accrediting bodies have with licensure (e.g., eligibility to sit for the bar exam) is an inappropriate use of accreditation by government. (p)	51	51	49	64	44	49
11. Courses and course sequences required by specialized accreditation are too prescriptive. (h)	50	59	66	64	43	36
12. Course requirements make it difficult for the institution to achieve the breadth of knowledge it wants its graduates to have. (j)	49	59	61	59	47	29
13. The amount of faculty and staff time required for the self-study and visitation is too great. (e)	48	65	59	57	45	31
14. Specialized accreditation contributes to faculty members taking more interest in their programs or disciplines than in their institution. (o)	46	45	59	49	43	38
15. Specialized accreditation results in programs adopting policies and practices that are inconsistent with those of the institution. (n)	40	36	44	43	48	21
16. Specialized accreditation places too much emphasis on the program, to the detriment of the institution and its ability to carry out its mission. (m)	38	42	57	49	33	22
17. The dollar cost is too great. (f)	34	40	40	36	38	20

Note: Letter in parentheses indicate the item's identifier on the survey instrument. See Appendix A.

It was noted in the previous section that there was an almost even split between respondents over the need to strengthen *institutional* accreditation. The issue of strengthening *specialized* accreditation evoked less positive response. Only one out of five respondents agreed that there was such a need. This proportion held true almost across the board, although the respondents from the specialized institutions were even less likely (one in six) to agree (see Figure C).

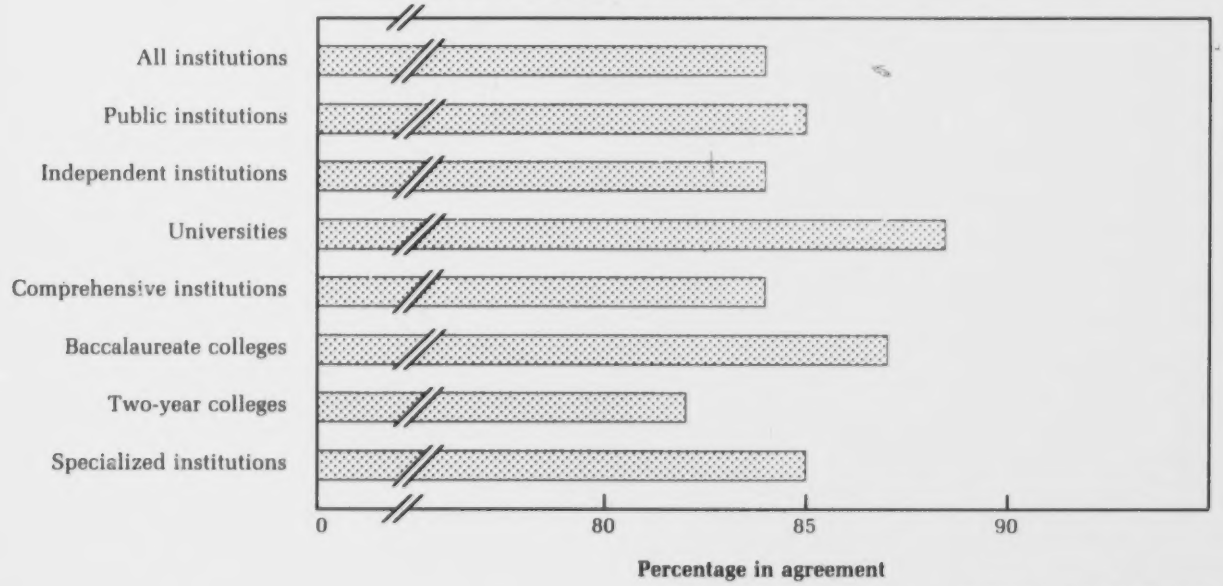
About half of the respondents who indicated that accreditation (either institutional or specialized or both) needed to be strengthened opined that there should be greater CEO participation in the specialized accrediting bodies. This is in contrast with the 92 percent who indicated that there should be greater CEO participation in the regional bodies (Table C).

IV. Opinions on COPA and an Agenda for ANPEO

A key element in the whole accreditation picture, of course, is the Council on Postsecondary Accreditation (COPA). Although it does not itself accredit institutions, it "recognizes" those bodies that do the accreditation. It is, however, not the only agency in the country that provides this recognition. Within the Department of Education, the agency evaluation staff of the Office of Postsecondary Education also recognizes accrediting bodies for the purpose of making federal funds available to institutions and their students. Within the higher education community there is concern that the existence of the two national "recognition" agencies is an unnecessary duplication of effort. Thus, this questionnaire asked respondents whether or not they agreed that recognition of accrediting bodies by COPA is a sufficient index of quality and should preclude the federal government's need to compile its own list of recognized accrediting bodies. Eight out of every ten respondents agreed with that statement (see Figure E).

Thus, a large proportion of the higher education community appears to support COPA as the appropriate central agency for the formal recognition of accrediting agencies.

FIGURE E
Respondents Who Agreed That COPA Recognition Should Preclude the Federal Government's Need for Its Own List of Recognized Accrediting Bodies



Reference: Detailed Table 2

Within COPA there are three "assemblies" that offer various constituent groups, such as accrediting agencies and institutional associations, an opportunity to express their concerns. Of special interest to the American Council on Education is the Assembly of National Postsecondary Education Organizations (ANPEO), a group of eight association CEO's (or their designees) and institutional presidents or trustees from the organizations in question. This group, composed principally of presidential organizations, represents the interests of those who have responsibility for the whole institution and whose outlook is broader than that of any one department, school, profession, or technology.

The survey instrument, aimed as it was at the institutional CEO, requested respondents to indicate their perceptions about the importance of twelve courses of action that have been recommended to ANPEO. These are listed in Table F and in Detailed Table 9.

TABLE F—Opinions of the Importance of Selected ANPEO Activities, 1986 (High Ratings)

ANPEO Activity	Percentage of Respondents Who Rated Activity "5" (Most Important)* Percent	Rank	"5" or "4" Percent	Rank
1. ANPEO should continue to work to change COPA so that it functions as much as an umbrella organization representing all parties interested in accreditation as it does as an association of accrediting bodies.(c)	15	1	50	4
2. ANPEO should urge COPA to adopt a policy requiring institutional and specialized accrediting bodies to cooperate more, e.g., to coordinate campus visits, to standardize self-study formats, etc. (e)	9	2	59	1
3. ANPEO should urge COPA to require the following as a requirement for recognition of accrediting bodies: accrediting bodies must require institutions and programs to identify (1) the learning outcomes and competencies that students are expected to acquire and (2) the means to be used to assess these outcomes and competencies.(f)	9	2	46	5
4. ANPEO should urge COPA to guide the regional accrediting bodies through a process that results in common (national) standards that can be regionally administered. (d)	7	4	51	3
5. ANPEO should work to have college chief executive officers (CEOs) included as members of COPA's Assembly of Institutional Accrediting Bodies (AIAB) (a)	6	5	44	6
6. ANPEO should organize college and university CEOs to work collectively to eliminate the accrediting bodies' quasi-governmental status which exists because of (1) the tie between accreditation and various state licensing laws and (2) federal statutes relating to the process for determining eligibility for funding. (l)	6	5	41	7
7. ANPEO should urge COPA to publish a monograph for CEOs on "how to make accreditation work for you." (g)	3	7	39	8
8. ANPEO should urge college and university CEOs to become involved in the activities of their institutional accrediting bodies and of the specialized accrediting bodies related to their disciplines or professions. (j)	1	8	53	2
9. ANPEO should work to have college CEOs included as members of COPA's Assembly of Specialized Accrediting Bodies (ASAB). (b)	1	8	29	10
10. ANPEO should urge COPA to urge other postsecondary education associations, such as the Association of Governing Boards, to give ongoing attention to accreditation matters. (k)	1	8	38	9
11. ANPEO should urge COPA to mail in a timely manner to CEOs who request it the synopsis sheet for each accrediting body scheduled for a hearing before the COPA Committee on Recognition. (h)	<1	11	29	10
12. ANPEO should encourage all presidentially based education organizations to publicize in a timely manner through their newsletters the names of the accrediting bodies that are having hearings before COPA's Committee on Recognition. (i)	0	12	27	12

Note: Underlined ranks are shared with another activity. The letter in parentheses after each item is the identifier that appeared on the survey instrument. See Appendix A.

*Excludes multiple "most important" ratings.

Only one of these activities was deemed "most important" by more than ten percent of the respondents. That activity is, in essence, an affirmation of what is currently going on within COPA. The three statements that received "most important" ratings from seven to nine percent of the respondents are essentially the same courses of action as those that gained a high percentage of agreement from respondents who thought accreditation needed strengthening (see Table D).

These rather small percentages of "most important" ratings may be due, in part, to editing procedures adopted because of non-standard ratings from nearly one-third of the survey participants. Respondents were instructed to assign the rating of "most important" to only one of the twelve listed courses of action. About 30 percent of the respondents chose to ignore those instructions and gave the top rating to more than one statement. In the editing process, in order to maintain the integrity of the true "most important" ratings, any "multiple most important" ratings were tabulated at the second highest level.

Results of an alternate method of tabulation are shown in the third and fourth data columns of Table F. This method combined the highest rating (5) with the second highest (4) and therefore included the "multiple most important" ratings. This combination of high ratings may be dubbed — for simplicity's sake — the percentage of respondents who consider an activity "very important."

Four courses of action received such "very important" ratings from 50 percent or more of the respondents. They were: (1) encouragement of greater cooperation among accrediting bodies, (2) involvement of college and university CEOs in accrediting body activities, (3) guidance toward the establishment of common standards for the regional accrediting bodies, and (4) continued efforts to change COPA into an "umbrella-type" organization. One of these (involvement of CEOs in accrediting activities) moved from eighth position when only the "most important" ratings were tabulated, to second position when the second highest ratings were included. Detailed Table 9 shows that, with few exceptions, these four courses of action received high ratings (4 or 5) from 50 percent or more of the respondents, no matter from which type of institution they came.

The activity that ranked fifth, receiving "very important" ratings (4 or 5) from 46 percent of the respondents, is related to student assessment—an issue currently being discussed widely on-campus and off. As phrased for this survey, the proposed activity would have ANPEO urge COPA to insist that accrediting bodies require institutions to identify learning outcomes that students would be expected to acquire, and also identify the means for assessing those outcomes. Just over half of the respondents from the specialized and the comprehensive institutions gave this activity high ratings (4 or 5). Comparable ratings were given by 44 and 41 percent of the respondents from two-year and baccalaureate institutions respectively, while 38 percent of the university respondents considered the activity that important (see Detailed Table 9).

Relatively few respondents (22 percent) gave the top two ratings to the proposal that college and university CEOs be included as members of COPA's Assembly of Specialized Accrediting Bodies (ASAB). This contrasts with higher percentages shown for the inclusion of CEOs in the Assembly of Institutional Accrediting Bodies (AIAB) and in accrediting bodies generally (44 percent and 53 percent, respectively). This difference, together with the high proportion of respondents who did not indicate that specialized accreditation needed strengthening (75 percent), and the relatively small degree of participation on specialized accreditation teams (20 percent), may indicate a lack of interest by instititional administrators in increased involvement in the whole issue of specialized accreditation.

SUMMARY

Institutional and specialized accrediting bodies provide useful indices of institutional and program quality, respectively, according to a majority of highly placed officals at the nation's colleges and universities. There is greater agreement concerning the former than the latter, however.

Institutional accreditation was deemed extremely useful as a tool of self-evaluation and as a stimulus for improvement by more than half of the survey participants. Just over half agreed that institutional accreditation should be strengthened, and of these, four-fifths agreed that greater cooperation among accrediting bodies would help accomplish that goal.

Three-quarters of the nation's 3,200 institutions of postsecondary education reported at least one program with specialized accreditation. A total of 13,600 such programs were reported. Approximately 7,700 visits from specialized accrediting bodies were experienced by the institutions over the last three years. Seventy percent of the respondents agreed that the self-study required by specialized accrediting agencies could benefit the relevant programs on their campuses. Another two-thirds agreed that specialized accreditation assured them that the quality of their accredited programs was generally acceptable in the postsecondary education community, and that it helped their graduates obtain job-related credentials.

Less than one-fifth of the respondents agreed that specialized accrediting bodies needed to be strengthened.

Four possible courses of action for the Council on Postsecondary Accreditation's (COPA) Assembly of National Postsecondary Education Organizations were given high ratings of importance by 50 percent or more of the survey respondents. Those activities were the encouragement of greater cooperation among accrediting bodies, involvement of college and university CEOs in accrediting body activities, guidance toward the establishment of common standards for the regional accrediting bodies, and continued efforts to change COPA into an "umbrella-type" organization.

DETAILED STATISTICAL TABLES

TABLE 1—Respondent Experience with Accreditation, by Control and Type of Institution, 1986

Type of Experience	Percentage of Respondents from							
	All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
1. Prepared an institutional self-study or portion of it	94	92	95	95	94	86	95	99
2. Attended meetings of institutional (regional and/or national) accrediting bodies	69	62	74	54	55	66	69	84
3. Prepared a program of self-study or portion of it	68	69	66	70	78	69	64	66
4. Served on a visiting accreditation team for an institutional (regional or national) accrediting body	43	48	39	51	37	36	54	30
5. Served on a specialized accreditation visiting team	21	20	21	29	17	23	22	15
6. Attended meetings of specialized accrediting bodies	18	13	22	20	12	20	10	36
7. Chaired a visiting accreditation team for an institutional (regional or national) accrediting body	17	17	16	17	18	12	24	6
8. Gave a presentation at a meeting of an institutional (regional or national) accrediting body	9	15	4	16	9	8	12	2
9. Served on a commission of an institutional (regional or national) accrediting body	7	8	6	13	4	9	10	1
10. Chaired a specialized accreditation visiting team	5	6	5	11	6	2	7	4
11. Gave a presentation at a meeting of specialized accrediting bodies or their sponsoring organizations	4	4	4	11	4	2	3	8
12. Wrote articles on institutional (regional or national) accreditation	4	3	4	3	2	2	3	8
13. Attended meeting of the Council on Postsecondary Accreditation (COPA)	3	4	3	3	1	2	7	0
14. Served on a specialized accrediting body commission	3	2	3	6	2	5	1	4
15. Wrote articles on specialized accreditation	2	2	1	3	0	0	2	3
16. Other; (gave presentations at COPA conferences, member of COPA board, etc.)	1	2	0	2	0	1	1	0
17. No experience reported	1	1	1	0	1	4	<1	0

TABLE 2—Opinion Concerning Institutional (Regional and National) Accreditation, by Control and Type of Institution, 1986

Item		Percentage of Respondents from							
		All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
1. Institutional accreditation by regional or national accrediting bodies provides a useful index of institutional quality.	Agree	90	93	88	71	91	92	89	97
	Disagree	9	7	10	25	6	8	10	3
	No answer	1	<1	1	3	3	0	1	0
2. Council on Postsecondary Accreditation (COPA) recognition of accrediting bodies is a sufficient index of quality and should preclude the federal government's need to compile its own list of accrediting bodies.	Agree	84	85	84	88	84	87	82	85
	Disagree	10	9	11	7	9	8	10	15
	No answer	6	6	5	5	7	5	8	0
3. Institutional accreditation by regional or national accrediting bodies is a sufficient index of quality and should preclude state involvement in matters of institutional quality.	Agree	61	55	67	52	64	69	60	56
	Disagree	36	42	30	42	33	31	36	39
	No answer	3	3	3	6	3	0	4	5
4. Institutional accreditation by regional or national accrediting bodies is a sufficient index of quality and should preclude the need for specialized accreditation.	Agree	40	39	41	21	29	42	49	31
	Disagree	56	58	54	71	68	57	47	64
	No answer	4	3	4	7	3	1	4	5

Note: Detail may not sum to 100 percent because of rounding.

TABLE 3—Usefulness of Institutional Accreditation for Selected Purposes, by Control and Type of Institution, 1986

Purpose		Percentage of Respondents from							
		All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
1. As a tool for self-evaluation	Extremely useful	63	60	66	60	65	63	60	69
	Useful[a]	36	38	34	40	35	36	39	31
	Not useful[b]	1	1	<1	0	0	1	1	0
	No answer	<1	1	0	0	0	0	1	0
2. As a stimulus for improvement	Extremely useful	55	50	59	36	54	51	53	71
	Useful[a]	44	47	40	62	44	47	46	29
	Not useful[b]	1	<1	<1	2	3	1	0	0
	No answer	1	2	0	0	0	1	1	0
3. As a means of demonstrating that an institution has standards that are generally accepted by the postsecondary education community	Extremely useful	45	49	42	41	39	43	50	42
	Useful[a]	52	50	54	57	58	53	49	55
	Not useful[b]	2	1	4	2	3	4	0	3
	No answer	<1	1	0	0	0	0	1	0
4. As a criterion for eligibility for federal funds	Extremely useful	22	20	24	17	15	22	24	24
	Useful[a]	60	63	58	49	64	60	58	64
	Not useful[b]	15	16	14	33	20	16	13	13
	No answer	3	2	3	2	1	2	5	0
5. As a means of achieving or reinforcing consensus among the various elements of the institution	Extremely useful	13	13	14	10	14	13	16	9
	Useful[a]	72	76	70	75	70	75	74	66
	Not useful[b]	14	10	16	16	16	12	9	25
	No answer	<1	1	0	0	0	0	1	0
6. As a source of low-cost consultation	Extremely useful	13	15	12	11	11	9	20	5
	Useful[a]	63	65	62	56	63	55	61	78
	Not useful[b]	23	20	27	32	26	36	18	16
	No answer	<1	1	0	0	0	0	1	0

Note: Detail may not sum to 100 because of rounding.

[a]Percentage of respondents who rated purpose's usefulness 3 or 4 on a scale of 1 (not useful) to 5 (extremely useful).

[b]Percentage of respondents who rated purpose's usefulness 1 or 2 on a scale of 1 (not useful) to 5 (extremely useful).

TABLE 4A—Percentage of Institutions with Programs Accredited by Specialized Accrediting Bodies, by Control and Type of Institution, 1986

Statement	Percentage of Institutions							
	All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
1. At least one program accredited by a specialized accrediting body.	76	90	64	95	95	81	72	59
2. No programs accredited by a specialized accrediting body reported.	24	10	36	5	5	19	28	41

TABLE 4B—Number of Programs Accredited by Specialized Accrediting Bodies, 1986, and Number of Visits by Specialized Accrediting Bodies in the Last Three Years, by Control and Type of Institution

Item	Control and Type of Institution							
	All Institutions (N = 2463)	Public Institutions (N = 1342)	Independent Insts. (N = 1121)	Universities (N = 157)	Comprehensive Insts. (N = 388)	Baccalaureate Colleges (N = 602)	2-year Colleges (N = 943)	Specialized Insts. (N = 373)
1. Number of accredited programs	13,587	9,725	3,862	2,289	2,905	1,902	5,061	1,429
2. Average number of accredited programs per campus	6	7	3	15	7	3	5	4
3. Number of visits by specialized accrediting bodies in the last 3 years	7,734	5,293	2,441	1,030	1,676	1,156	2,798	1,073
4. Average number of visits per campus in the last 3 years	3	4	2	7	4	2	3	3

Note: Averages show the number of programs or visits at only those campuses that had at least one specialized program or visit, respectively.

TABLE 4C—Opinion on the Frequency of Specialized Accreditation Visits, by Control and Type of Institution, 1986

Opinion Concerning Frequency of Visits	Percentage of Respondents from							
	All Institutions (N = 2463)	Public Institutions (N = 1342)	Independent Insts. (N = 1121)	Universities (N = 157)	Comprehensive Insts. (N = 388)	Baccalaureate Colleges (N = 602)	2-year Colleges (N = 943)	Specialized Insts. (N = 373)
1. There are too many.	22	27	17	43	30	9	27	14
2. There are about the right number.	72	66	79	51	57	84	70	80
3. There are too few.	2	2	1	2	2	4	1	0
4. No opinion.	4	4	4	4	11	3	2	5

Note: Detail may not sum to 100 because of rounding. Data include only institutions that reported at least one program accredited by a specialized accrediting body.

TABLE 5—Opinion Concerning Specialized Accreditation, by Control and Type of Institution, 1986

Statement		Percentage of Respondents from							
		All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
A. Does specialized accreditation provide a useful index of program quality?	Yes	74	80	69	77	82	78	68	79
	No	21	17	23	16	15	19	25	17
	No answer	5	2	7	6	2	3	7	3
POSITIVE STATEMENTS CONCERNING SPECIALIZED ACCREDITATION									
1. Most programs on my campus subject to specialized accreditation benefit from the scrutiny required by specialized accrediting agencies. (a)	Agree	70	80	62	88	81	70	61	76
	Disagree	14	16	12	12	15	16	19	0
	No answer	16	5	26	0	4	14	19	24
2. Specialized accreditation helps our graduates obtain jobs and licenses or other job-related credentials. (g)	Agree	67	78	58	77	78	76	63	56
	Disagree	17	16	18	19	14	11	18	23
	No answer	16	6	24	4	8	13	19	21
3. Specialized accreditation assures me that the standards and quality of my programs are generally acceptable in the postsecondary education community. (b)	Agree	66	80	54	81	73	73	65	52
	Disagree	18	15	21	18	22	16	16	23
	No answer	15	5	24	2	5	12	18	24
4. Specialized accreditation assures that the program is relevant to current practice in the field. (1)	Agree	51	60	43	55	66	51	50	42
	Disagree	35	35	34	45	31	37	32	38
	No answer	14	5	23	0	3	12	18	21
5. Specialized accreditation is a source of low-cost consultant. (d)	Agree	36	39	33	51	46	35	31	37
	Disagree	49	55	44	49	50	54	50	42
	No answer	15	5	23	0	4	11	19	21
6. Specialized accreditation is necessary to recruit and retain faculty. (k)	Agree	25	32	19	45	44	23	16	30
	Disagree	60	63	58	55	53	65	65	49
	No answer	15	5	23	0	3	11	19	21
7. With specialized accreditation the institution need not rely on other means of program evaluation. (c)	Agree	7	9	5	7	10	7	9	1
	Disagree	78	86	71	93	88	83	72	75
	No answer	15	4	24	0	2	10	18	24

TABLE 5—Continued

Statement		Percentage of Respondents from: All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
NEGATIVE STATEMENTS CONCERNING SPECIALIZED ACCREDITATION									
1. Courses and course sequences required by specialized accreditation limit the number of general education courses students can take. (i)	Agree	61	66	56	65	75	73	56	46
	Disagree	23	29	18	25	21	12	25	29
	No answer	17	5	26	10	4	15	19	24
2. The direct link that some specialized accrediting bodies have with licensure increases institutional problems related to control of the program. (q)	Agree	58	65	53	65	66	68	58	41
	Disagree	20	24	17	26	18	16	22	24
	No answer	21	11	30	9	16	17	20	35
3. The direct link that some specialized accrediting bodies have with licensure (e.g., eligibility to sit for the bar exam) is an inappropriate use of accreditation by government. (p)	Agree	51	53	49	51	49	64	44	49
	Disagree	29	37	23	35	36	21	36	19
	No answer	20	10	28	15	15	15	20	31
4. Courses and course sequences required by specialized accreditation are too prescriptive. (h)	Agree	50	52	49	59	66	64	43	36
	Disagree	33	42	26	33	25	23	38	43
	No answer	16	7	25	8	10	13	19	21
5. Course requirements make it difficult for the institution to achieve the breadth of knowledge it wants its graduates to have. (j)	Agree	49	54	45	59	61	59	47	29
	Disagree	36	41	32	36	36	28	33	50
	No answer	15	6	23	5	3	13	19	21
6. The amount of faculty and staff time required for the self-study and visitation is too great (e)	Agree	48	49	47	65	59	57	45	31
	Disagree	36	43	30	33	34	28	35	48
	No answer	16	8	23	2	7	15	19	21
7. Specialized accreditation contributes to faculty members taking more interest in their programs or disciplines than in their institution. (o)	Agree	46	50	42	45	59	49	43	38
	Disagree	38	43	34	52	32	39	38	39
	No answer	16	6	24	2	10	12	18	24
8. Specialized accreditation results in programs adopting policies and practices that are inconsistent with those of the institution. (n)	Agree	40	48	34	36	44	43	48	21
	Disagree	43	46	41	57	47	45	34	55
	No answer	16	6	26	6	9	13	19	24
9. Specialized accreditation places too much emphasis on the program, to the detriment of the institution and its ability to carry out its mission. (m)	Agree	38	39	37	42	57	49	33	22
	Disagree	44	54	36	50	36	37	49	48
	No answer	18	7	27	8	7	14	18	31
10. The dollar cost is too great. (f)	Agree	34	41	28	40	40	36	38	20
	Disagree	49	52	47	58	50	52	42	60
	No answer	16	7	24	2	10	12	20	21

Note: Detail may not sum to 100 because of rounding. Statements are ordered by the percentage of respondents who indicated agreement. Letter in parentheses is the item's identifier on the survey instrument (see Appendix A).

TABLE 6—Need for Strengthening Accreditation, by Control and Type of Institution, 1986

Statement		Percentage of Respondents from							
		All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
1. Institutional (regional and national) accreditation needs to be strengthened	Agree	52	54	51	53	57	58	56	36
	Disagree	46	45	46	47	41	39	42	64
	No answer	2	1	3	0	2	3	2	0
2. Specialized accreditation needs to be strengthened.	Agree	18	20	16	20	21	18	18	15
	Disagree	75	77	73	80	72	76	72	79
	No answer	8	4	11	0	6	6	11	6

Note: Detail may not sum to 100 because of rounding.

TABLE 7—Recommendations for Presidential Participation in Accrediting Bodies by Control and Type of Institution, 1986

Agencies in Which CEOs Should Become More Actively Involved	Percentage of Respondents[a] from							
	All Institutions (N = 1764)	Public Institutions (N = 846)	Independent Insts. (N = 918)	Universities (N = 93)	Comprehensive Insts. (N = 251)	Baccalaureate Colleges (N = 396)	2-year Colleges (N = 745)	Specialized Insts. (N = 278)
1. Regional accrediting bodies	92	92	92	88	83	94	92	97
2. Council on Postsecondary Accreditation (COPA)	68	68	68	86	62	69	68	66
3. Institutional (national) accrediting bodies	61	59	63	78	59	62	56	71
4. Specialized accrediting bodies	47	49	44	61	48	49	40	56
5. COPA's Assembly of Institutional Accrediting Bodies (AIAB)	41	39	43	42	50	44	34	48
6. COPA's Assembly of National Postsecondary Education Organizations (ANPEO)	37	38	35	51	42	37	32	38
7. COPA's Assembly of Specialized Accrediting Bodies (ASAB)	36	33	39	42	42	36	30	45

[a]Those respondents who indicated that accreditation—either institutional or specialized or both—needs to be strengthened.

TABLE 8—Opinions on Selected Means of Strengthening Accreditation, by Control and Type of Institution, 1986

Means of Strengthening Accreditation		Percentage of Respondents[a] from							
		All Institutions (N = 1764)	Public Institutions (N = 846)	Independent Insts. (N = 918)	Universities (N = 93)	Comprehensive Insts. (N = 251)	Baccalaureate Colleges (N = 396)	2-year Colleges (N = 745)	Specialized Insts. (N = 278)
1. Greater cooperation among accredited bodies, to include coordinating campus visits.	Agree	83	85	82	86	70	79	87	91
	Disagree	14	13	14	14	23	17	10	9
	No answer	2	1	2	0	5	2	1	0
2. More vigorous application of standards pertaining to learning outcomes	Agree	69	76	62	68	68	62	74	63
	Disagree	25	20	28	23	20	31	21	30
	No answer	4	2	5	5	8	3	3	3
3. Regional accreditation would be strengthened if all regional accrediting bodies had common (national) standards	Agree	68	72	65	68	62	63	71	73
	Disagree	27	22	32	29	32	33	23	27
	No answer	2	3	2	2	4	2	3	0

Note: Detail may not sum to 100 because of rounding.
[a]Those respondents who indicated that accreditation—either institutional or specialized or both—needs to be strengthened.

TABLE 9—Opinions Concerning Selected Recommendations for the Assembly of National Postsecondary Education Organizations (ANPEO), by Control and Type of Institution, 1986

Recommendation for ANPEO	Rating	Percentage of Raters							
		All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
1. ANPEO should continued to work to change COPA so that it functions as much as an umbrella organization representing all parties interested in accreditation as it does as an association of accrediting bodies. (c)	Most important 5	15	16	15	13	16	9	18	17
	4	35	40	31	43	37	42	32	28
	3	21	23	20	22	22	19	24	18
	Subtotal 1,2	11	5	15	9	8	12	10	13
	Not important 0	4	3	4	0	4	6	3	3
	No answer	15	14	16	13	14	13	13	21
2. ANPEO should urge COPA to adopt policy requiring institutional and specialized accrediting bodies to cooperate more, e.g., to coordinate campus visits, to standardize self-study formats, etc. (e)	Most important 5	9	10	9	23	4	8	7	14
	4	49	53	46	47	59	47	54	36
	3	20	17	22	13	21	21	18	22
	Subtotal 1,2	9	8	9	9	6	10	5	19
	Not important 0	2	1	3	0	1	4	<1	3
	No answer	11	11	10	8	8	9	16	5
3. ANPEO should urge COPA to adopt the following as a requirement for recognition of accrediting bodies: accrediting bodies must require institutions & programs to identify (1) the learning outcomes and competencies that students are expected to acquire and (2) the means to be used to assess these outcomes and competencies. (f)	Most important 5	9	9	8	0	7	11	9	8
	4	37	36	37	38	45	30	35	43
	3	22	22	22	25	22	23	23	18
	Subtotal 1,2	17	18	17	25	11	26	13	18
	Not important 0	4	4	4	5	6	2	4	5
	No answer	11	11	11	8	8	8	16	9
4. ANPEO should urge COPA to guide the regional accrediting bodies through a process that results in common (national) standards that can be regionally administered. (d)	Most important 5	7	4	9	4	7	12	3	10
	4	44	48	41	52	44	40	45	46
	3	19	21	17	15	19	16	22	15
	Subtotal 1,2	15	13	15	16	21	15	12	14
	Not important 0	4	2	6	2	1	8	3	5
	No answer	12	11	13	12	8	10	16	10
5. ANPEO should work to have college chief executive officers (CEOs) included as members of COPA's Assembly of Institutional Accrediting Bodies (AIAB) (a)	Most important 5	6	6	6	7	5	7	5	9
	4	38	41	35	37	43	42	42	19
	3	25	24	25	29	19	25	22	32
	Subtotal 1,2	13	14	14	11	11	11	11	23
	Not important 0	5	2	7	5	5	4	3	7
	No answer	14	14	14	13	17	11	16	10
6. ANPEO should organize college and university CEOs to work collectively to eliminate the accrediting bodies' quasi-governmental status which exists because of (1) the tie between accreditation and various state licensing laws and (2) federal statutes relating to the process for determining eligibility for funding. (1)	Most important 5	6	6	6	0	5	4	8	5
	4	35	39	32	42	45	32	37	28
	3	27	25	28	29	25	28	21	37
	Subtotal 1,2	17	14	19	17	9	22	14	22
	Not important 0	3	1	4	2	5	3	1	4
	No answer	13	14	12	11	10	10	19	4

TABLE 9—Continued

Recommendation for ANPEO	Rating	Percentage of Raters							
		All Institutions (N = 3253)	Public Institutions (N = 1498)	Independent Insts. (N = 1755)	Universities (N = 165)	Comprehensive Insts. (N = 409)	Baccalaureate Colleges (N = 739)	2-year Colleges (N = 1311)	Specialized Insts. (N = 629)
7. ANPEO should urge COPA to publish a monograph for CEOs on "how to make accreditation work for you." (g)	Most important 5	3	3	2	3	5	5	3	0
	4	36	34	38	35	34	27	34	52
	3	26	34	20	32	20	24	32	19
	Subtotal 1,2	20	16	24	19	31	31	16	10
	Not important 0	4	2	6	2	2	5	1	10
	No answer	11	11	10	8	8	8	14	9
8. ANPEO should urge college and university CEOs to become involved in the activities of their institutional accrediting bodies and of the specialized accrediting bodies related to their disciplines or professions (j)	Most important 5	1	<1	1	0	1	3	<1	0
	4	52	56	48	55	54	49	52	54
	3	27	24	30	22	18	29	27	34
	Subtotal 1,2	8	7	8	15	15	11	4	4
	Not important 0	3	1	4	0	5	1	2	3
	No answer	10	11	8	8	7	7	15	4
9. ANPEO should work to have college CEOs included as members of COPA's Assembly of Specialized Accrediting Bodies (ASAB). (b)	Most important 5	1	1	1	0	4	1	0	0
	4	28	34	23	32	36	26	32	18
	3	28	23	33	31	19	35	23	37
	Subtotal 1,2	19	20	19	17	17	15	20	27
	Not important 0	6	4	9	9	7	8	5	8
	No answer	17	18	16	13	18	15	21	10
10. ANPEO should urge other postsecondary education associations, such as the Association of Governing Boards, to give ongoing attention to accreditation matters (k)	Most important 5	1	0	1	0	0	0	0	3
	4	38	39	36	42	48	31	34	45
	3	33	38	28	29	34	31	35	31
	Subtotal 1,2	18	11	23	18	9	27	16	17
	Not important 0	2	1	2	2	4	1	<1	3
	No answer	10	11	9	10	5	10	15	1
11. ANPEO should urge COPA to mail in a timely manner to CEOs who request it the synopsis sheet for each accrediting body scheduled for a hearing before the COPA Committee on Recognition. (The synopsis sheet contains information about the accrediting body.) (h)	Most important 5	<1	<1	0	0	1	0	0	0
	4	29	32	27	38	39	31	28	22
	3	36	38	35	30	37	37	34	41
	Subtotal 1,2	20	18	22	19	17	18	22	21
	Not important 0	3	1	4	0	1	4	1	7
	No answer	11	11	12	12	5	10	15	9
12. ANPEO should encourage all presidentially-based education organizations to publicize in a timely manner through their newsletters the names of the accrediting bodies that are having hearings before COPA's Committee on Recognition. (i)	Most important 5	0	0	0	0	0	0	0	0
	4	27	26	28	26	31	33	28	18
	3	37	37	38	47	41	31	32	52
	Subtotal 1,2	20	23	16	18	16	20	23	14
	Not important 0	4	3	5	0	4	6	2	7
	No answer	12	12	12	10	8	10	16	9

Note: Detail may not sum to 100 because of rounding. Recommendations are ordered by the percentage of "most important" ratings (5) from all raters. Letters in parentheses indicate the item's identifier on the survey instrument (see Appendix A).

APPENDIX A: SURVEY INSTRUMENT

American Council on Education
One Dupont Circle
Washington, DC 20036

Higher Education Panel (HEP) Survey No. 74

SURVEY OF ACCREDITATION ISSUES

1. Please indicate the nature of your **direct experience** with the accreditation process. Check all that apply.
I have had the following direct experience(s) with accreditation:

a. Prepared an institutional self-study or portion of it ____

b. Prepared a program self-study or portion of it ____

c. Served on a visiting accreditation team for a regional or national institutional accrediting body ____

d. Chaired a visiting accreditation team for a regional or national institutional accrediting body ____

e. Served on a specialized accreditation visiting team ____

f. Chaired a specialized accreditation visiting team ____

g. Served on a commission of a regional or national institutional accrediting body ____

h. Served on a specialized accrediting body commission ____

i. Served on the Board of Directors of the Council on Postsecondary Accreditation (COPA) ____

j. Served as member of COPA's Assembly of National Postsecondary Education Organizations (ANPEO) ____

Attended annual or semi-annual meetings and/or conferences of—

k. Council on Postsecondary Accreditation (COPA) ____

l. Institutional (regional and/or national) accrediting bodies ____

m. Specialized accrediting bodies ____

Gave presentations at annual or semi-annual meetings workshops, and/or conferences of—

n. Council on Postsecondary Accreditation (COPA) ____

o. Institutional (regional and/or national) accrediting bodies ____

p. Specialized accrediting bodies or their sponsoring organizations ____

Wrote articles on—

q. Institutional (regional and/or national) accreditation ____

r. Specialized accreditation ____

2. Please indicate whether or not you agree with the following statements.

	Agree	Disagree
a. Recognition of accrediting bodies by COPA is a sufficient index of quality and should preclude the federal government's need to compile its own list of recognized accrediting bodies.	____	____
b. Institutional accreditation by regional or national accrediting bodies provides a useful index of *institutional* quality.	____	____
Institutional accreditation by regional or national accrediting bodies is a sufficient index of quality and should preclude—		
c. state involvement in matters of institutional quality.	____	____
d. the need for specialized accreditation.	____	____

3. Institutional accreditation may be useful for several reasons, some of which are listed below. Indicate your opinion of the usefulness of each by circling the appropriate number.

	Extremely Useful				Not Useful
a. As a tool for self-evaluation	5	4	3	2	1
b. As a stimulus for improvement	5	4	3	2	1
c. As a source of low-cost consultation	5	4	3	2	1
d. As a means of demonstrating that an institution has standards that are generally accepted by the postsecondary education community	5	4	3	2	1
e. As a means of achieving or reinforcing consensus among the various elements of the institution	5	4	3	2	1
e. As a criterion for eligibility for federal funds	5	4	3	2	1
f. Other; specify. _____					
_____	5	4	3	2	1

Please continue on next page.

4. a. In your opinion, does **specialized** accreditation provide a useful index of *program* quality? ___ Yes ___ No

   b. On your campus, how many programs are accredited by specialized accrediting bodies? _____

   c. On your campus, how many visits by specialized accrediting bodies did you have in the last three years? _____

   d. This number of specialized accrediting body visits to your campus is:

      (1) Too few. ___

      (2) About the right number. ___

      (3) Too many. ___

5. Please indicate whether or not you agree with the following statements as they relate to your experience with *specialized accreditation*.

	Agree	Disagree
a. Most programs on my campus subject to specialized accreditation could benefit from the self-study/evaluation required by specialized accrediting agencies.	___	___
b. Specialized accreditation assures me that the standards and quality of the program are generally acceptable in the postsecondary education community.	___	___
c. With specialized accreditation I don't need to rely on other means of program evaluation.	___	___
d. Specialized accreditation is a source of low-cost consultation.	___	___
e. The amount of faculty and staff time required for the self-study and visitation is too great.	___	___
f. The dollar cost is too great.	___	___
g. Specialized accreditation helps our graduates obtain jobs and licenses or other job-related credentials.	___	___
h. Courses & course sequences required by specialized accreditation are too prescriptive.	___	___

5. Continued.

	Agree	Disagree
i. Courses & course sequences required by specialized accreditation limit the number of general education courses students can take.	___	___
j. Course requirements make it difficult for the institution to achieve the breadth of knowledge it wants its graduates to have.	___	___
k. Specialized accreditation is necessary to recruit and retain faculty.	___	___
l. Specialized accreditation assures that the program is relevant to current practice in the field.	___	___
m. Too much emphasis is placed on the program to the detriment of the institution and its ability to carry out its mission.	___	___
n. Specialized accreditation results in programs adopting policies and practices that are inconsistent with those of the institution.	___	___
o. Specialized accreditation contributes to faculty members taking more interest in their programs and/or disciplines than in their institution.	___	___
p. The direct link that some specialized accrediting bodies have with licensure (e.g., eligibility to sit for the bar exam) is an inappropriate use of accreditation by government.	___	___
q. The direct link that some specialized accrediting bodies have with licensure increases institutional problems related to control of the program.	___	___

6. Please indicate whether or not you agree with the following statements.

	Agree	Disagree
a. Institutional (regional and national) accreditation needs to be strengthened.	___	___
b. Specialized accreditation needs to be strengthened.	___	___

If you disagree with *both* statements 6.a and 6.b, go directly to item 9.

If you agree with either 6.a or 6.b or both, please complete items 7, 8, and 9.

7. Some maintain that one means of strengthening accreditation is for college and university chief executive officers (CEOs) to become more actively involved in the governance (decision-making process) of accrediting bodies. Indicate in which of the agencies listed below you think college and university CEOs should be actively involved. Check as many as apply.

a. The Council on Postsecondary Accreditation (COPA) ____
b. COPA's Assembly of National Postsecondary Education Organizations (ANPEO) ____
c. COPA's Assembly of Institutional Accrediting Bodies (AIAB) ____
d. COPA's Assembly of Specialized Accrediting Bodies (ASAB) ____
e. Regional accrediting bodies ____
f. Institutional (national) accrediting bodies ____
g. Specialized accrediting bodies ____
h. Other _____ ____

8. Please indicate whether or not you agree with the following statements.

	Agree	Disagree
a. Accreditation would be strengthened if accrediting bodies would more vigorously apply their standards pertaining to learning outcomes.	____	____
b. Accreditation would be strengthened if the accrediting bodies engaged in greater cooperation, to include coordinating their campus visits.	____	____
c. *Regional* accreditation would be strengthened if all *regional* accrediting bodies had common (national) standards.	____	____

9. To help set the agenda and establish priorities for the Assembly of National Postsecondary Education Organizations (ANPEO), please indicate your assessment of the importance of each of the following statements by circling the appropriate numbers. Please circle number 5 only once, to indicate which, in your opinion, is the *most important* of the several statements.

ANPEO should work to have college chief executive officers (CEOs) included as members of COPA's—	Most important (Circle only once.)				Least important	Not important
a. Assembly of Institutional Accrediting Bodies (AIAB)	5	4	3	2	1	0
b. Assembly of Specialized Accrediting Bodies (ASAB)	5	4	3	2	1	0
ANPEO should continue to work—						
c. to change COPA so that it functions as much as an umbrella organization representing all parties interested in accreditation as it does as an association of accrediting bodies.	5	4	3	2	1	0
ANPEO should urge COPA to—						
d. guide the regional accrediting bodies through a process that results in common (national) standards that can be regionally administered.	5	4	3	2	1	0
e. adopt a policy requiring institutional and specialized accrediting bodies to cooperate more, e.g., to coordinate campus visits, to standardize self-study formats, etc.	5	4	3	2	1	0
f. adopt the following as a requirement for recognition of accrediting bodies: accrediting bodies must require institutions and programs to identify (1) the learning outcomes and competencies that students are expected to acquire and (2) the means to be used to assess these outcomes and competencies	5	4	3	2	1	0

Please continue on next page.

9. Continued.

ANPEO should urge COPA to—	Most important (Circle only once.)				Least important	Not important
g. publish a monograph for chief executive officers on "how to make accreditation work for you."	5	4	3	2	1	0
h. mail in a timely manner to CEOs who request it the synopsis sheet for each accrediting body scheduled for a hearing before the COPA Committee on Recognition. (The synopsis sheet contains information about the accrediting body.)	5	4	3	2	1	0
ANPEO should—						
i. encourage all presidentially-based education organizations to publicize in a timely manner through their newsletters the names of the accrediting bodies that are having hearings before COPA's Committee on Recognition.	5	4	3	2	1	0
j. urge college and university CEOs to become involved in the activities of their institutional accrediting bodies and of the specialized accrediting bodies related to their disciplines or professions.	5	4	3	2	1	0
k. urge other postsecondary education associations, such as the Association of Governing Boards, to give ongoing attention to accreditation matters.	5	4	3	2	1	0
l. organize college and university CEOs to work collectively to eliminate the accrediting bodies' quasi-governmental status which exists because of (1) the tie between accreditation and various state licensing laws and (2) federal statutes relating to the process for determining eligibility for funding.	5	4	3	2	1	0

10. Please list any other concerns or issues that should be considered by ANPEO and introduced into COPA discussions.

_____

_____

_____

_____

Thank you for your cooperation.
Please return this form by August 29.

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this survey for your records.

Name of Respondent _____

Title _____

Telephone (_____) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel (HEP) forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* published by the U.S. Department of Education's Center for Statistics. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample, or an appropriate sub-group is used.

The survey mechanism relies on a network of campus representatives at institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 520 institutions in one of the half-samples of the panel. The questionnaire was mailed on July 25, 1986. After mail and telephone follow-ups, 374 usable responses, or 72 percent of the half-sample, were received.

Data from the 374 responding institutions were weighted and adjusted to represent 3,253 colleges and universities. Table B-1 shows the stratification design.

As used with all Panel surveys, data received were adjusted for item and institutional nonresponse within each cell. Institutional weights were then applied to make the Panel data representative of the national population.

Table B-2 compares survey respondents and nonrespondents on several variables. Response rates were greater than average among two-year institutions. Lower than average response rates were recorded for independent institutions, universities, and specialized institutions.

TABLE B-1—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		3,253	374
1	Large public doctorate-granting	[a]	104	38
2	Large private doctorate-granting	[a]	61	16
3	Large public comprehensive	[a]	92	36
4	Large private comprehensive	[a]	27	9
5	Large public specialized	[a]	33	8
6	Large private specialized	[a]	18	3
7	Large public two-year	[a]	43	17
8	Public comprehensive	5,500—8,999	56	13
9	Public comprehensive	<5,500	108	15
10	Private comprehensive	<9,000	126	14
11	Public baccalaureate	<9,000	127	15
12	Private baccalaureate	1,350—8,999	166	22
13	Private baccalaureate	<1,350	446	26
14	Public specialized	<9,000	36	2
15	Private religious	<9,000	303	10
16	Private specialized	<9,000	239	11
17	Public two-year academic/comprehensive	6,000—8,999	55	16
18	Public two-year academic/comprehensive	4,000—5,999	72	13
19	Public two-year academic/comprehensive	2,000—3,999	155	21
20	Public two-year academic/comprehensive	<2,000	333	21
21	Private two-year academic/comprehensive	<9,000	129	12
22	Public two-year occupational	2,500—8,999	63	12
23	Public two-year occupational	<2,500	221	16
24	Private two-year occupational	<9,000	240	8

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2—Comparison of Respondents and Nonrespondents
(In Percentages)

Control, Type and Size of Institution	Respondent (N = 374)	Nonrespondent (N = 146)	Response Rate
Total	100.0	100.0	71.9
Control			
Public	65.0	56.2	74.8
Independent	35.0	43.8	67.2
Type of Institution			
University	14.4	19.2	65.9
Comprehensive	23.3	24.7	70.7
Baccalaureate	16.8	15.8	73.3
Two-Year	36.4	21.2	81.4
Specialized	9.1	19.2	54.8
Full-time equivalent (FTE) Enrollment			
Less than 1,000	21.9	26.0	68.3
1,000–4,999	39.0	38.4	72.3
5,000–9,999	20.6	17.1	75.5
10,000 +	18.4	18.5	71.9

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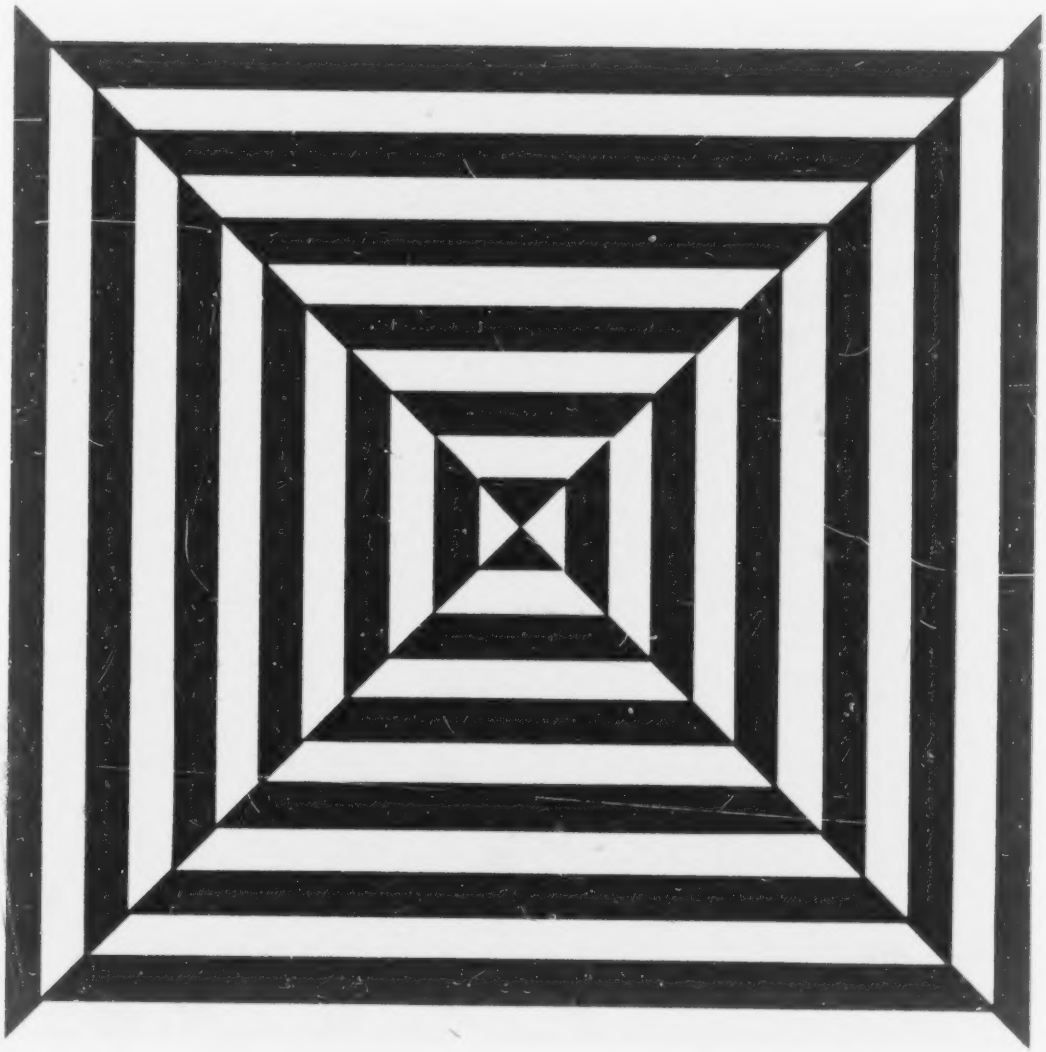
CAMPUS TRENDS, 1987

Elaine El-Khawas



HIGHER EDUCATION PANEL REPORT NUMBER 75

AUGUST 1987

American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations and institutions.

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Campus Trends, 1987

Elaine El-Khawas

Higher Education Panel Reports
Number 75 August 1987

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HIGHLIGHTS

Campus Trends, 1987 is the fourth in a series of surveys intended to provide timely information on changing policies and practices of American colleges and universities. The surveys are conducted by the American Council on Education, with support from the Lilly Endowment.

This year's report documents growing campus attention to student assessment as well as a widespread process of curriculum change, especially to strengthen general education and to emphasize writing, mathematics and other general competencies expected of college students. The report also describes changes in enrollment, in campus finances, and in faculty hiring practices. All results are reported by type and control of institution.

Highlights from the survey are as follows:

Assessment of Student Learning

- Most administrators (79 percent) expect that some form of assessment will be introduced in the next few years.
- Three out of four colleges have discussions taking place on assessment.
- 27 percent report that their state is requiring assessment procedures.
- Close to half of the colleges believe that "there is no clear sense of what to assess" and that "there are no good instruments suited to our programs."
- Seventy-two percent agree that "most campus officials have strong fears about misuse of effectiveness measures by external agencies."
- Fully 95 percent of administrators support assessment that is closely tied to efforts to improve instruction.
- Seven in ten administrators believe that assessment should be linked to institutional planning and budgeting.
- Seven in ten administrators believe that, as a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.

Information Currently Gathered

- One in three colleges currently assess the "higher-order" writing skills of all of their students.
- One in three colleges get ratings of the institution from all of their graduates.
- Eight in ten gather information on job placement rates of all or some of their graduates.
- Seven in ten have information (for some or all students) on the percentage of students going on for further education.
- Six in ten receive ratings of the institution from some or all of their graduates.

Curriculum Change

- Almost all colleges (95 percent) have recently made changes in the curriculum or are currently doing so.
- Forty-two percent of colleges had a curriculum review underway in 1987.
- Among the colleges and universities that have completed a curriculum review, three out of four have introduced new requirements in general education.
- Seventy-eight percent of these colleges have given greater attention to mathematical or computer-related skills.
- Seventy-four percent of the college that completed a curriculum review have placed greater emphasis on writing. Fifty-three percent have introduced changes focused on other competencies (communication, reading, etc.).
- About 4 in 10 institutions have given new attention to enhancing the freshman-year experience of students.

Enrollment Changes

- Thirty-nine percent of the nation's colleges and universities reported an increase in full-time equivalent (FTE) enrollment.
- Decreases in overall enrollment and in FTE enrollment occurred for 26 percent of institutions.
- Enrollment of first-time freshmen showed a mixed picture: 40 percent of institutions reported gains in first-time freshmen, but another 32 percent reported losses in first-time freshmen.
- Enrollment for master's-level study increased for 42 percent of four-year institutions.
- Doctoral students increased at one-third of universities.
- About 1 in 5 colleges reported increased enrollment of black students; 13 percent reported decreased black enrollment.
- Only 14 percent of colleges reported an increase in Hispanic students. Decreased enrollment of Hispanic students was reported by 9 percent of institutions.
- Twenty-one percent of institutions reported a gain in Asian students, with 7 percent reporting a loss.
- Enrollment of Native American students increased at 11 percent of institutions, but decreased at 8 percent of institutions.

Student Retention

- Today, almost all colleges and universities have special programs designed to increase student retention.
- Twenty percent reported gains in rates of student retention through to graduation; 11 percent reported gains in minority student retention.
- Twenty-seven percent reported that progress was made in reducing student attrition during the first year of college.
- Six in 10 institutions have special programs to increase minority student retention.

Financial Status

- The overall budget, and the budget for educational and general expenses, increased for most institutions. However, 12 percent of colleges reported a decrease.
- One in 5 public institutions reported a decline in revenues from state and local government.
- One in four institutions reported a decline in their overall indebtedness; 16 percent experienced an increased debt level.
- Six in ten institutions reported gains in alumni giving and/or gifts. This included 3 out of 4 independent institutions and one-half of the public institutions.
- Four in ten colleges, including half in the public sector, reported that the share of costs that must be paid by students and their parents had increased in the last few years.
- Only 40 percent of administrators rate their college's overall financial condition as excellent or very good.
- Only 3 in 10 administrators rate their levels of faculty compensation as excellent or very good.

Changes in Expenditures

- More than 8 in 10 institutions reported that expenditures for computing equipment and operations required a larger share of their budget.
- About 7 in 10 institutions reported that faculty salaries were taking an increased share of the budget.
- Institutionally-funded student aid required an increased share of the budget at 7 in 10 independent institutions and at 1 in 4 public institutions.
- Renovation and repair of existing facilities called for a larger share of the budget at 4 in 10 institutions.
- Construction of new facilities required a larger share of the budget for 3 in 10 institutions.

Tuition Costs

- The median category of likely change for 1987–88 was 6 to 7 percent. However, for 1988–89, the median increase was 4 to 5 percent.
- Eight in 10 independent institutions and 3 in 10 public institutions now allow tuition to be paid in installments over a year's time.
- Among factors in setting tuition:
  - "Catch-up" increases in faculty salaries were mentioned by 55 percent of all colleges.
  - New or expanding academic programs were mentioned by 43 percent of institutions.
  - Expanded student aid was mentioned by 4 in 10 institutions.
  - State mandates about tuition levels or the share of costs to be paid by students were cited by two-thirds of public institutions.
  - Reduced state or local funding was mentioned by 4 in 10 institutions (and by 51 percent of public institutions).

Practices Affecting Faculty

- Most colleges and universities made new faculty appointments during 1986–87.
- Forty-two percent reported net gains in the number of their full-time faculty.
- Twenty-five percent of institutions reported greater difficulty in the past year in getting top applicants to accept faculty positions.
- Thirteen percent of institutions reported that the quality of applicants for full-time faculty positions had declined in the past year.
- Twenty-two percent have retrenchment procedures underway.
- Procedures to retrain faculty were reported by close to half of institutions.
- About 4 in 10 institutions offer incentives for early retirement of faculty.
- Annual awards for outstanding teaching were offered by 48 percent of institutions.

Other Trends

- 3 in 10 institutions reported having a commission or committee on the status of minorities.
- More than half reported that competition between the public and independent sector had increased in seeking support from corporations and foundations.
- About 4 in 10 institutions reported that competition between the sectors had increased over financial support from state tax funds.
- More than half of the colleges reported increased competition between public and independent sectors for high-ability students.

INTRODUCTION

This report offers findings from the fourth in a series of surveys conducted by the American Council on Education. These surveys, supported by the Lilly Endowment, are designed to provide timely information on changes taking place in the policies and practices of American colleges and universities.

The survey was conducted through the Higher Education Panel, a survey research program of the American Council on Education. Administrators at a nationally representative sample of 456 colleges and universities were mailed a four-page questionnaire on February 23, 1987. By mid-June, 372 responses were received (82 percent). Responses are statistically adjusted to be generally representative of American colleges and universities that offer undergraduate instruction.

Respondents, primarily academic administrators, included: presidents, 12 percent; academic vice presidents, 54 percent; assistant or associate deans/vice presidents, 8 percent; and other, 25 percent. The results describe how these administrators view their institutions; as with all "self-report" studies, results are subject to some variability in how questions were interpreted.

For this report, major attention was given to campus actions on assessment and to the curricular changes that are prevalent today on the nation's campuses. The report also examined faculty hiring practices, perceptions about institutional status, changes in enrollment and finances, and factors in tuition-setting.

Several important themes emerge from the survey:

1. Curricular change is widespread during the 1980's. About half of the colleges have recently completed a review of their curriculum, and most of the others are currently reviewing their curriculum.
2. Most colleges have focused on strengthening general education. This includes a new emphasis on writing, on math and computer-related skills, and on other general competencies expected of college students.
3. Most campuses expect to introduce some form of student assessment over the next few years. Three-quarters of the campuses reported that discussions about assessment are taking place.
4. Despite demographic predictions to the contrary, a substantial proportion of colleges reported increased enrollment last fall.
5. Only 40 percent of college administrators rate their college's financial condition as excellent or very good. Only 3 in 10 rate their levels of faculty compensation this highly. Computing costs (for equipment and operations) and faculty salaries are taking an increasing share of most college budgets.
6. Most colleges continue to make new faculty appointments. At the same time, 25 percent reported having greater difficulty in getting top applicants to accept new appointments.

Findings are organized by subject matter. Detailed tables, with results shown by type of institution, follow the text. For about half of the questions asked in this year's survey, previous *Campus Trends* surveys obtained comparable information.

FINDINGS

Student Assessment

Most Campuses are Discussing Assessment, and Most Expect To Introduce Some Form of Assessment

In the view of campus administrators responding to the survey, assessment seems to be an idea whose time has come.

- Most believe that college faculty would support the development of assessment procedures, and most (79 percent) expect that some form of assessment will be introduced in the next few years. (Table 1).
- Three out of four have discussions taking place on the subject. The discussions focus on "what" to assess more often than on "whether" to develop assessment procedures.
- Only 27 percent report that their state is requiring assessment procedures; thus, apart from the colleges facing a state mandate for assessment, a good many other colleges are also exploring approaches to assessment.

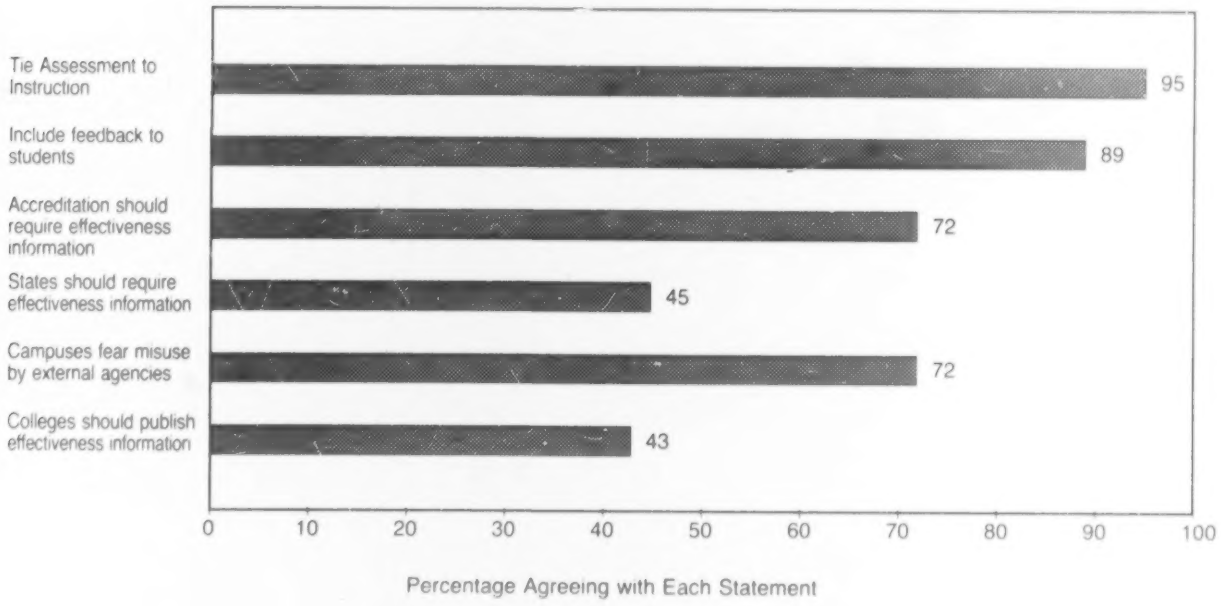
Administrator views about faculty support for assessment have shown some change since 1986. In 1987, 69 percent of administrators, overall, thought that faculty would support the concept, compared to 58 percent a year ago. Support is thought to be quite high at two-year colleges: 76 percent of administrators at two-year colleges felt that faculty would support the development of assessment.

Eight in ten institutions expect some form of assessment to be introduced in the next few years. This is a very high proportion, especially considering that some of those answering in the negative explained that they already have assessment methods in place.

Survey results also indicate that substantial problems remain before assessment becomes a reality.

- For 3 out of 4 institutions, discussions are taking place on fundamental issues of what outcomes should be assessed and what assessment methods should be used.
- Close to half of the colleges believe that "there is no clear sense of what to assess" and that "there are no good instruments suited to our programs."

Figure 1
Administrator Views on Assessment



A Basic Question: Will Assessment Be Internally Directed or Externally Determined?

Administrator responses to several statements about assessment (Table 2) offer additional perspective on the "campus" view regarding development of assessment procedures.

- Seventy-two percent agree that "most campus officials have strong fears about misuse of effectiveness measures by external agencies." A year ago, 66 percent of *Campus Trends* respondents had agreed with this statement.
- Only about 4 in 10 believe that colleges should publish evidence of their institutional effectiveness (reflecting no change since last year).
- Only 45 percent agree that "states should require colleges to show evidence of institutional effectiveness" (with no change since last year).
- Half fear that the use of standardized tests risks distorting the educational process. This is an increase over a year ago, when 38 percent agreed with this statement.

All of these responses (see figure 1) reflect substantial campus opposition to external influences that might reorient their own programs and sense of priorities. Administrators at independent institutions express these concerns more often than their public-sector counterparts.

College Officials Support Internally-Focused Assessment Procedures

As other responses indicate, the concern is not with assessment itself. The key issue appears to be whether assessment will follow external dictates or, instead, whether assessment will be developed to serve internal academic purposes. Support is very strong for internally-focused approaches to assessment (Table 2).

- Fully 95 percent of administrators support assessment that is closely tied to efforts to improve instruction.
- Nine in ten administrators believe that assessment should include substantial feedback to students.
- Seven in ten administrators believe that assessment should be linked to institutional planning and budgeting.
- Seven in ten administrators believe that, as a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.

College administrators clearly support the use of assessment methods as part of the "accountability" measures that already are part of academic governance structures, including the use of assessment or effectiveness information as an accreditation requirement. In fact, there was little support (17 percent of administrators) for another survey statement that "accrediting agencies are exerting too much pressure for assessment of student learning."

Some differences of opinion can be noted by type of institution. At two-year colleges, administrators are more likely than others to expect assessment to be introduced, offer more support for an accrediting agency role in assessment, and show less concern over assessment tests and external uses of assessment results. At doctoral universities, in contrast, administrators are more likely than others to question the adequacy of available instruments, to express fears about external uses of assessment results, and are less ready to link assessment results to institutional planning and budgeting processes. There is, nevertheless, strong consensus across institutions on the need to tie assessment to instructional improvement.

Many Assessment Procedures Are Already in Place

The current assessment debate gives little recognition to the significant degree and diversity of approaches to assessment that already are in place on the nation's campuses (Table 3).

- One-third of colleges and universities already gather information on job placement rates for *all* of their graduates. Close to half of two-year colleges do so.
- One in three colleges currently assess the "higher-order" writing skills of *all* of their students in writing.
- One in three colleges get ratings of the institution from *all* of their graduates.

Many other institutions gather information from some of their students, sometimes in only certain fields or on a sampling basis. Combined results, showing activities directed to all students or to some students (see figure 2), include:

- Eighty percent gather information on job placement rates of all or some of their graduates.
- Seven in ten have information (for some or all students) on the percentage of students going on for further education.

- Six in ten receive ratings of the institution from some or all of their graduates.
- Two-thirds require demonstrations of proficiency in a major (apart from an exam) for some or all students.
- Six in ten require pre- and post-tests for students taking remedial courses.
- Six in ten assess the "higher-order" writing skills of some or all students.
- Five in ten assess the oral communications skills of some or all students.
- Five in ten gather information on the quality of performance on the job of some or all graduates.
- Five in ten obtain standardized test scores for graduates in professional programs.
- Five in ten administer tests of basic skills to some or all students.

Significant percentages of institutions gather other information on the performance of their students. Close to half, for example, have information on the long-term outcomes of (some or all) graduates. About 3 in 10 (and more than 50 percent of doctoral universities) administer comprehensive examinations to some of their graduates.

Such variation points to a key question in present-day discussions on the need for more attention to assessment: is it better for a large number of colleges to offer the same approaches to assessment or, instead, is it better for colleges to develop a variety of approaches according to differing circumstances? At present, it appears that a good many procedures are in place to assess student performance, but with much variation in how such assessment takes place.

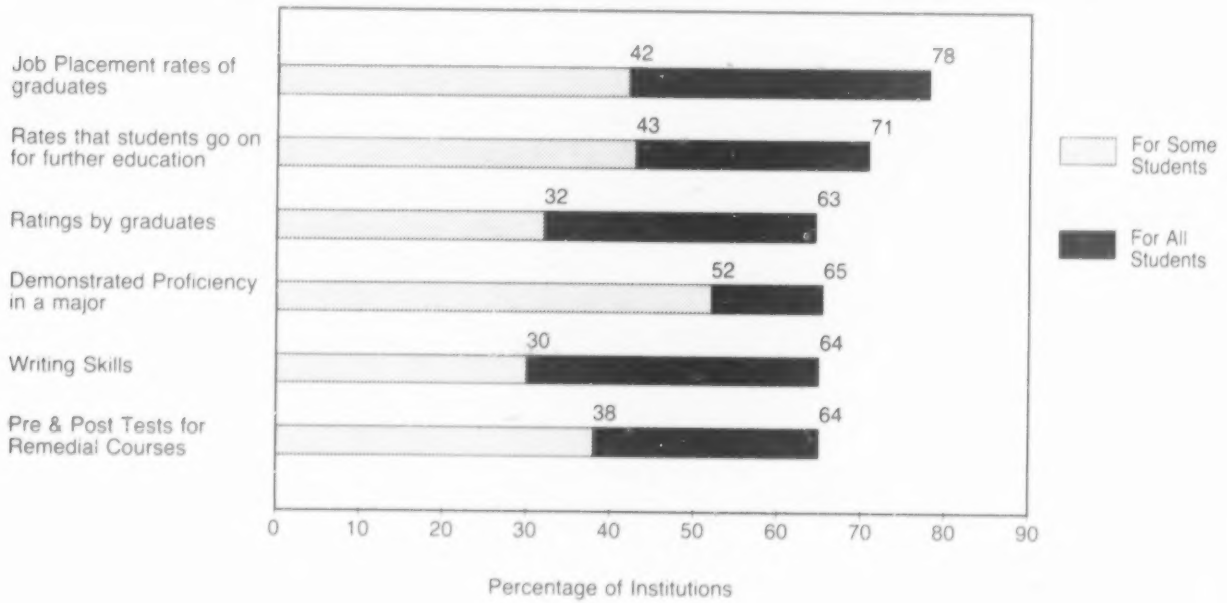
Curriculum

Curriculum Change Is Widespread

The 1980s clearly have been a decade of curriculum review for the nation's colleges and universities.

- Almost all (95 percent) have recently made changes in the curriculum or are currently doing so. This continues a pattern reported in previous *Campus Trends* reports, beginning in 1984 (Table 4).
- By 1987, half of the nation's colleges had completed a curriculum review; in earlier surveys, about one-third had done so.
- Forty-five percent of colleges had a curriculum review underway in 1987, a smaller percentage than found in earlier surveys.
- A majority of four-year institutions had completed a curriculum review; among 2-year colleges, the majority were still actively engaged in curriculum review.

Figure 2
Outcomes Assessment Already in Use by Colleges and Universities



New Requirements Have Been Introduced in General Education

A reaffirmation of requirements in general education is the main theme of recent curriculum change.

- Today, almost all four-year institutions (95 percent of baccalaureate colleges, 92 percent of comprehensive universities and 83 percent of doctoral universities) require that all students complete coursework in general education as part of their college study.
- Among two-year institutions, 7 in 10 have general education requirements for all students; another 22 percent have such requirements for some students.
- There has been only limited change in the proportion of colleges with general education requirements since 1984: 76 percent of all institutions had general education requirements for all students in 1984 (*Campus Trends 1984*) compared to 82 percent in 1987. This probably is a sizeable increase compared to a decade ago, however.

Important changes have been made in what is required to meet the general education component of college study. For all colleges that are making curriculum changes, 55 percent have already introduced new general education requirements (Table 5).

Among the colleges and universities that have *completed* a curriculum review (Table 6), three out of four have introduced new general education requirements. There are a good number of common elements reported by these institutions (see figure 3):

- Seventy-seven percent have given greater attention to mathematical or computer-related skills.
- Seventy-two percent have placed greater emphasis on writing.
- Sixty percent have introduced changes focused on other competencies (communication, reasoning, etc.).
- More than half (54 percent) have increased their course requirements.

Several Other Curricular Themes Are Receiving Attention

Colleges that are changing their curriculum reported a diversity of other themes as well (Table 5). Between one-third and one-half of these institutions also reported new attention to:

- The freshman year
- Career preparation
- Internships for students
- Issues in science and technology.

Notably, close to half of the nation's four-year institutions are introducing changes in their programs to prepare teachers, reflecting the attention and recommendations that have been made on this subject recently.

Among the colleges that have *completed* a curriculum review (Table 6), other themes also emerge, either among certain types of institutions or by small proportions of all colleges.

- Almost half of the doctoral universities that have completed a curriculum review have introduced more multidisciplinary or "theme" courses.
- Close to half of these four-year institutions have given increased attention to international matters as part of the curriculum.
- Forty-two percent of these doctoral universities have given greater emphasis to the foreign language proficiency of their students.
- Forty-two percent of these baccalaureate colleges and 43 percent of these doctoral universities have given new attention to values or ethics.
- Thirty-four percent of these two-year colleges have introduced changes offering flexibility for adult learners.
- Thirty-one percent of these two-year colleges have introduced new ways to enrich the major.

Current Reviews of Curriculum Are Taking Some New Directions

Other types of change can be expected in the future. Table 7 shows the areas being discussed by those institutions that are *currently* engaged in a curriculum review. Although many of the same topics appear, some interesting new areas are mentioned by at least 3 in 10 of these institutions. These "new" areas, not mentioned as frequently by those institutions that have completed curriculum reviews, include:

- Specifying desired outcomes for courses in the major
- Specifying desired outcomes for subject matter in general education
- Assessing "value-added"
- New attention to values or ethics
- More multidisciplinary or "theme" courses
- Greater flexibility for adult learners
- New ways to enrich the major.

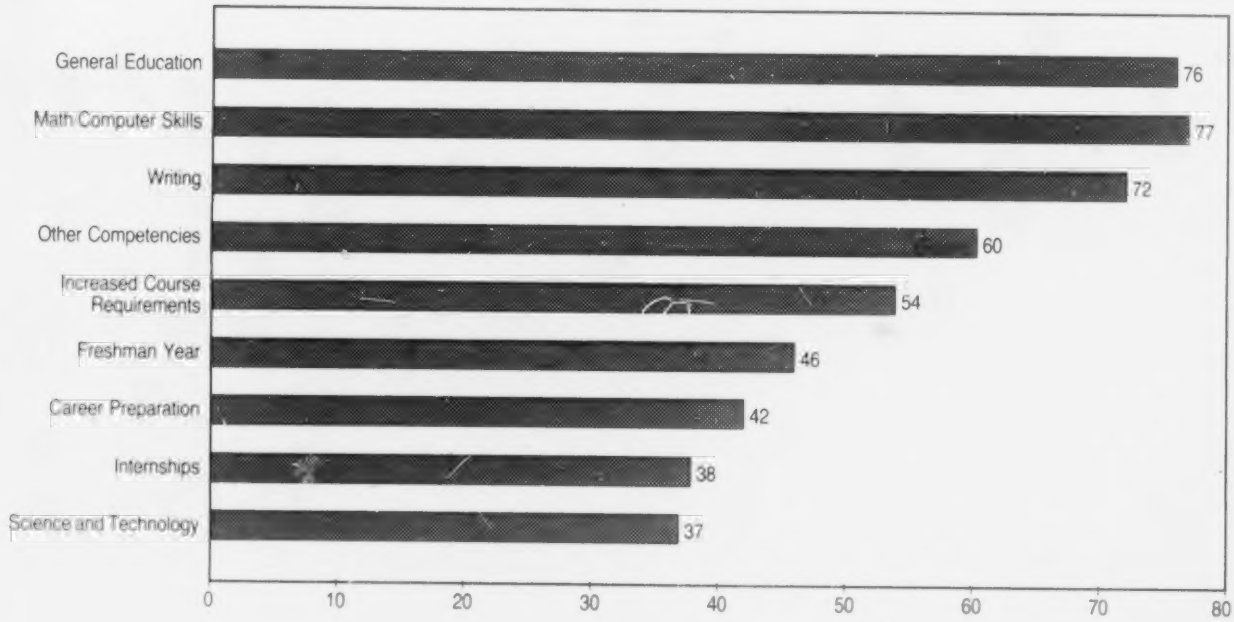
Other "new" areas are receiving attention at certain types of institutions (Table 7). Four in 10 of these baccalaureate colleges and comprehensive universities are looking at possible changes in the senior-year experience of students, for example. Fifty-two percent of these universities are looking at new ways to involve students in research.

Curricular Change and National Reports: Some Common Themes Are Evident

Many themes found in recent national reports can be seen in some of these changes in curriculum. Among changes already made, the emphasis on the freshman year, the focus on academic competencies and skills, new attention to teacher education, and greater opportunities for student internships all reflect recommendations of reports issued over the last few years.

So too, several of the "new" areas now receiving attention—more emphasis on the major, on multidisciplinary approaches, and on values—were recommendations of the Carnegie Foundation study and of the report by the Association of American Colleges. Assessment of "value added," a major recommendation of the NIE report, is receiving attention by 36 percent of colleges currently reviewing their curriculum. Another recommendation of the NIE report, stressing the value of measuring actual "outcomes" for students, is reflected in several "new" areas currently receiving attention.

Figure 3
Major Areas of Curriculum Change*



*Colleges That Have Recently Completed Curriculum Review

Particularly striking is the new emphasis on "outcomes" or "value-added" approaches (see figure 4). Among the institutions that have completed a curriculum review, only 9 percent gave attention to so-called "value-added" methods that look at changes in students over the college years. In contrast, among the institutions that are currently reviewing their curriculum, 36 percent are looking at "value-added" approaches. The pattern is similar for changes that emphasize desired outcomes of college study: about 4 in 10 of the institutions currently reviewing their curriculum are exploring such approaches; fewer had done so in previous years. All of these responses speak to recommendations about the need for "assessment" of student learning found in several recent national reports, including the recommendations issued in 1986 by the National Governors Association about ways to increase college quality.

Enrollment and Retention

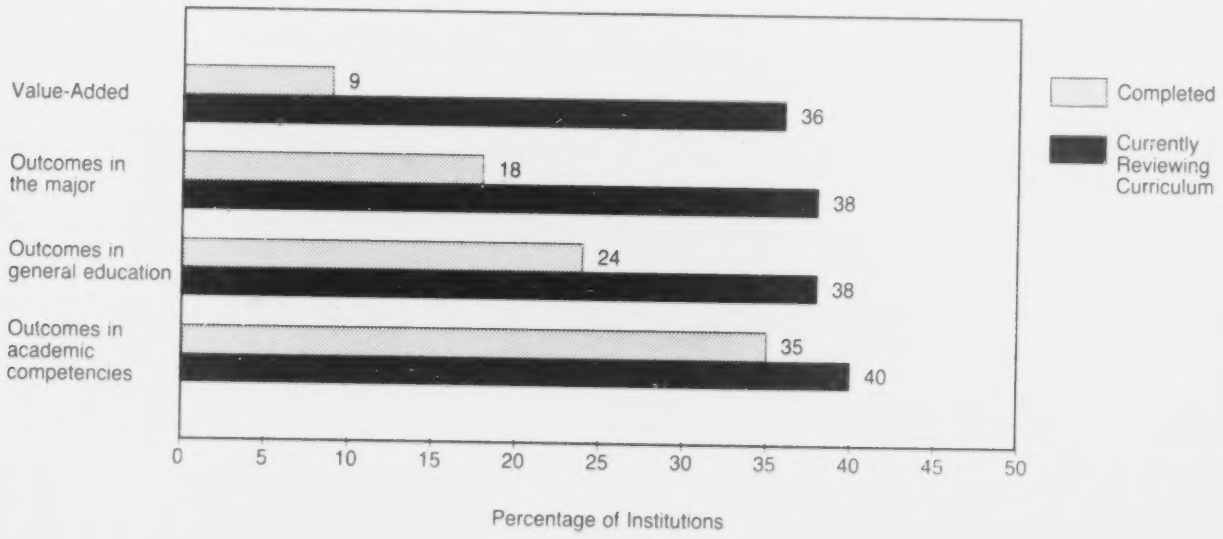
Some Enrollment Gains Continue but There Are Important Decreases

A large number of colleges and universities reported increases (of two percent of more) in headcount enrollment in the last year. However, a number of colleges had enrollment decreases, especially in full-time-equivalent enrollment and in enrollment of first-time freshmen (Table 8).

- For 43 percent of institutions, headcount enrollment increased last year. In last year's report (*Campus Trends 1986*), 35 percent had reported an increase.
- With FTE enrollment, 39 percent of institutions reported an increase. Forty-one percent of two-year institutions and baccalaureate colleges reported increases in full-time-equivalent enrollment.
- Declines in overall enrollment and FTE enrollment occurred for 26 percent of institutions. Fewer than 1 in 10 doctoral universities reported such decreases, but 3 in 10 baccalaureate colleges had a decline in FTE enrollment.
- Enrollment of first-time freshmen also showed a mixed picture: fully 40 percent of institutions reported gains in first-time freshmen, but another 32 percent reported losses in first-time freshmen. Among baccalaureate colleges, 36 percent reported such a loss.

These results—based on institutional reports rather than student counts—suggest that there are both "winners" and "losers" in the current enrollment picture. In aggregate terms, this picture has been considered to be surprisingly strong, keeping ahead of predicted demographic changes. Yet, despite overall gains and the positive experience of 4 in 10 colleges, a significant number of other institutions are facing declining enrollment. The information from the one-third of institutions reporting fewer first-time enrollments is particularly troubling if it indicates the direction of future enrollment change.

Figure 4
Attention to Outcome Measures:
Colleges That Completed or Currently Have a Curriculum Review



Notably, several specific components of enrollment have shown change. This year, as with last year's report *(Campus Trends, 1986)*, enrollment for master's-level study increased for 42 percent of institutions. One-half of comprehensive universities reported such an increase. Doctoral students increased at one-third of universities.

Enrollment of transfer students increased at one in four colleges; one in three baccalaureate colleges and comprehensive universities reported this type of increase. Noncredit enrollment in remedial coursework showed an increase at one-third of institutions, primarily among two-year colleges.

Some regional differences in enrollment patterns can be noted, based on an analysis of the survey data.

- Increases in overall enrollment and full-time-equivalent enrollment were reported by more colleges in the West (58 percent) than in other parts of the country.
- The Northeast had the most institutions (55 percent) reporting no change in their full-time-equivalent enrollments. Only 15 percent of colleges in the West reported no change in FTE enrollment.
- Increased enrollment at the master's level was reported more often in the West (73 percent) than in other parts of the country. Twenty percent of Southern colleges reported a drop in master's-level enrollment.
- In contrast, enrollment for doctoral study was most often reported in the South (by 41 percent of institutions). Only 17 percent of colleges in the Northeast reported such increases.
- Colleges and universities in the West were more likely than others to have increased enrollment of Hispanic students, Asian students, and Native American students (reported by 27 percent, 39 percent, and 18 percent of Western institutions, respectively).
- Although 21 percent of Southern institutions reported increases in black enrollment, another 21 percent in the region reported decreased black enrollment. There were no other regional differences in enrollment of black students.

Regarding patterns of minority student enrollment, it appears that most institutions are holding steady; very few are reporting increases in minority enrollment.

- About 1 in 5 colleges reported increased enrollment of black students; 13 percent of institutions reported decreases in black enrollment.
- Only 14 percent of colleges reported an increase in Hispanic students. Gains were reported by 22 percent of universities but by only 14 percent of two-year colleges and 9 percent of baccalaureate colleges. Decreased enrollment of Hispanic students occurred for 9 percent of institutions.
- For Native American students, 11 percent of institutions reported gains; 8 percent reported enrolling fewer students of Native American origin.
- Regarding Asian students, 21 percent of institutions reported a gain, with 7 percent reporting a loss. Much of the increase is accounted for by doctoral universities (45 percent reported an increase).
- Among two-year colleges, 13 percent reported a gain in Asian students that was largely offset by a drop in Asian enrollment for another 8 percent of two-year colleges.

The overall picture, then, is one of little or no change in minority representation at American colleges and universities.

A number of questions were asked about gains in student retention, reflecting recent interest in improving the likelihood that students complete their studies. Some encouraging results appear.

- Twenty percent of institutions reported gains in rates of student retention through to graduation.
- Eleven percent reported gains in minority student retention.
- At least 27 percent reported that progress was made in reducing student attrition during the first year of college. In fact, 33 percent of baccalaureate colleges reported such progress.

Survey responses suggest that improvements in minority student retention are related to having special programs to encourage retention among minority students (see Table 14). The colleges that increased minority retention were more likely than others (85 percent versus 60 percent) to have developed special programs to encourage such retention; they were also more likely to have a college committee or commission examining the status of minorities (50 percent versus 26 percent).

College Finances

Colleges Face Continuing Financial Pressures

Survey results reflect the continuing pressures faced by colleges and universities today.

- The overall budget, and the budget for educational and general expenses, increased for most institutions, although 12 percent reported a decrease (Table 9).

- Among public institutions, 17 percent reported a decreased budget. In the independent sector, 6 percent of institutions reported a decreased budget.
- Just over half (55 percent) of public institutions reported an increase in revenues from state and local government sources. Eighteen percent of public institutions reported a decline in revenues from this, their primary source of revenue.
- Among independent institutions, 1 in 4 reported a gain in state or local funding, although 10 percent had a loss in state or local funds.
- Three in ten institutions reported a gain in federal student aid funds. Conversely, one in six institutions reported a drop in such funds. Among comprehensive universities, 23 percent had a loss in federal student aid funds.
- Increases continue in institutional funding of student aid. Three out of four independent institutions and one-third of public institutions reported that they increased their budgets for student aid from the institution's own funds.
- One in four institutions reported a decline in their overall indebtedness, a figure partly offset by the 16 percent that experienced an increased debt level. Among independent institutions, 3 in 10 had decreased their debt levels, although another 20 percent increased their indebtedness.

Income from two sources—endowment and gifts/alumni giving—provided additional assistance for many institutions.

- Close to half of the colleges reported gains in income from endowment. This included 6 in 10 independent institutions and 4 in 10 public institutions.
- Six in ten institutions reported gains in alumni giving and/or gifts. This included 3 out of 4 independent institutions and one-half of the public institutions.

One indication of the net result of these various changes is shown in responses to another question, regarding the share of total costs for college study that students and parents pay. Forty-four percent of colleges, including half in the public sector, reported that the family's share of costs had increased.

Additional analysis of the survey data reveals some distinctive regional differences in the financial status of colleges:

- Increases in the overall budget and in the budget for educational and general expenses were reported more often in the Northeast and Midwest (87 percent and 77 percent, respectively) than in the South or West (65 percent and 67 percent, respectively).
- Increases in state or local funding were also reported more often by colleges in the Northeast and Midwest (52 percent and 46 percent, respectively) than in the South or West (36 percent and 39 percent, respectively). Colleges in the South were the most likely to report a drop in state or local funding (reported by 31 percent of Southern institutions).
- Increases in endowment income were reported by only 40 percent of institutions in the Northeast but by about half of institutions in other parts of the country.
- Increases in institutional indebtedness were more often reported by colleges in the Northeast and Midwest (24 percent and 20 percent, respectively) than by colleges in the South and West (11 percent and 8 percent, respectively).

Computer Needs, Faculty Salaries, and Student Aid put Pressure on College Budgets

Table 10 shows responses on a question about whether certain categories of expenditure were requiring a larger or smaller share of the college's budget, compared to a few years earlier. Responses identify both new and long-standing pressures on academic institutions (see figure 5).

- The most frequently cited expenditure involved computing. More than 8 in 10 institutions reported that expenditures for computing equipment and operations required a larger share of their budget.
- About 7 in 10 institutions reported that faculty salaries were taking an increased share of the budget.
- Institutionally-funded student aid required an increased share of the budget at 46 percent of institutions. Seven in ten independent institutions reported this increase.
- Renovation and repair of existing facilities called for a larger share of the budget at 4 in 10 institutions.
- Construction of new facilities required a larger share of the budget for 3 in 10 institutions. Conversely, 2 in 10 reported that construction now required a smaller share of their budget.
- Administrative and instructional programs were calling for an expanded share of the budget for a good many colleges, including admissions (59 percent), development (43 percent), undergraduate programs (36 percent), and student support services (33 percent).
- Support of graduate programs was reported as taking a larger share of the budget by 31 percent of institutions (including 36 percent of baccalaureate colleges).

Relatively few institutions cited any of these categories as receiving a decreased share of the budget. Assuming that the primary types of expenditure are reflected here, the lack of choices about decreases may suggest that decreases have been gradual and "across the board," thus not creating a specific area of cutback. It is also true that the question did not distinguish the relative size of any increase or decrease.

Paying for College: Rising Fees, Greater Flexibility

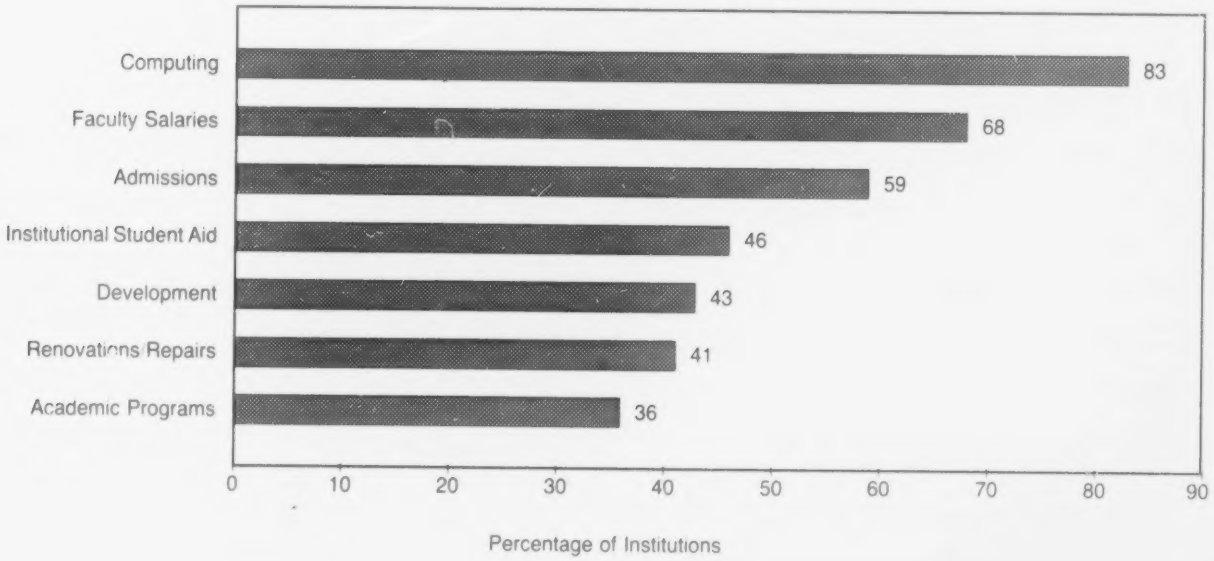
College tuition charges will outpace inflation for the next year, according to the survey's respondents. The median category of change expected for 1987–88 was 6 to 7 percent. For 1988–89, however, the median change was 4 to 5 percent, a level that may be even with changes in inflation.

- Public institutions varied widely in their 1987–88 estimates. Forty-six percent—primarily two-year colleges—expected increases of 3 percent or less. Thirteen percent of public institutions, however, expected that increases would be 10 percent or more.
- Among independent institutions, most expected tuition increases of 6 to 7 percent for 1986–87. All but 16 percent expected increases of between 4 and 9 percent.
- For the 1988–89 academic year, public institutions are anticipating modest tuition increases. More than half estimated increases at 3 percent or less. Most others estimated a 4 to 5 percent increase to occur.
- For independent institutions, the 1988–89 academic year was expected to be much the same as 1987–88. Most expected tuition increases of 6 to 7 percent.

In view of such increases, there has been much debate over ways to help families pay for college costs. New sources of loan funding, methods to prepay tuition or to stretch out payments, or new scholarship resources have all been suggested in recent years. Survey results report on institutional experiences with four types of innovative financing options.

- Merit scholarships, awarded without regard to financial circumstances, are now prevalent in higher education. Eight in 10 institutions have such scholarships, including athletic and other special-purpose scholarships.
- Eight in 10 independent institutions and 3 in 10 public institutions now allow students (or parents) to pay tuition in installments over a year's time.
- Long-term, below-market loans for parents or students are offered by 1 in 4 independent institutions. Only 14 percent of public institutions offer loan programs of this type.
- Prepayment of tuition at the start of college study is an option offered by only a few institutions (10 percent, overall). Among independent institutions, 17 percent offer such an option.

Figure 5
College Expenses Requiring a Larger Share of the Budget



Factors in Setting Tuition Vary by Type of Institution

A variety of factors affect decisions about tuition charges of colleges and universities. For public institutions, key decisions about tuition are made by state officials. For both public and independent institutions, tuition charges cover only a portion of full educational costs. As Table 11 shows, no single factor accounted for recent decisions about tuition levels.

Several themes were cited:

- "Catch up" increases in faculty salaries (mentioned by 55 percent of all colleges and by 8 in 10 independent institutions)
- New or expanding academic programs (mentioned by 43 percent of institutions)
- Expanded student aid (mentioned by 4 in 10 institutions and by 7 in 10 independent institutions)
- State mandates about tuition or share of costs to be paid by students (mentioned by two-thirds of public institutions)
- Reduced state/local funding (mentioned by 4 in 10 institutions and by 51 percent of public institutions).

Public and independent institutions have very different experiences in this matter (see figure 6). For public institutions, the key factors were state mandates and reduced levels of state or local funding.

Among independent institutions, the two primary factors in tuition setting were "catch-up" increases in faculty salaries and expanded student aid programs.

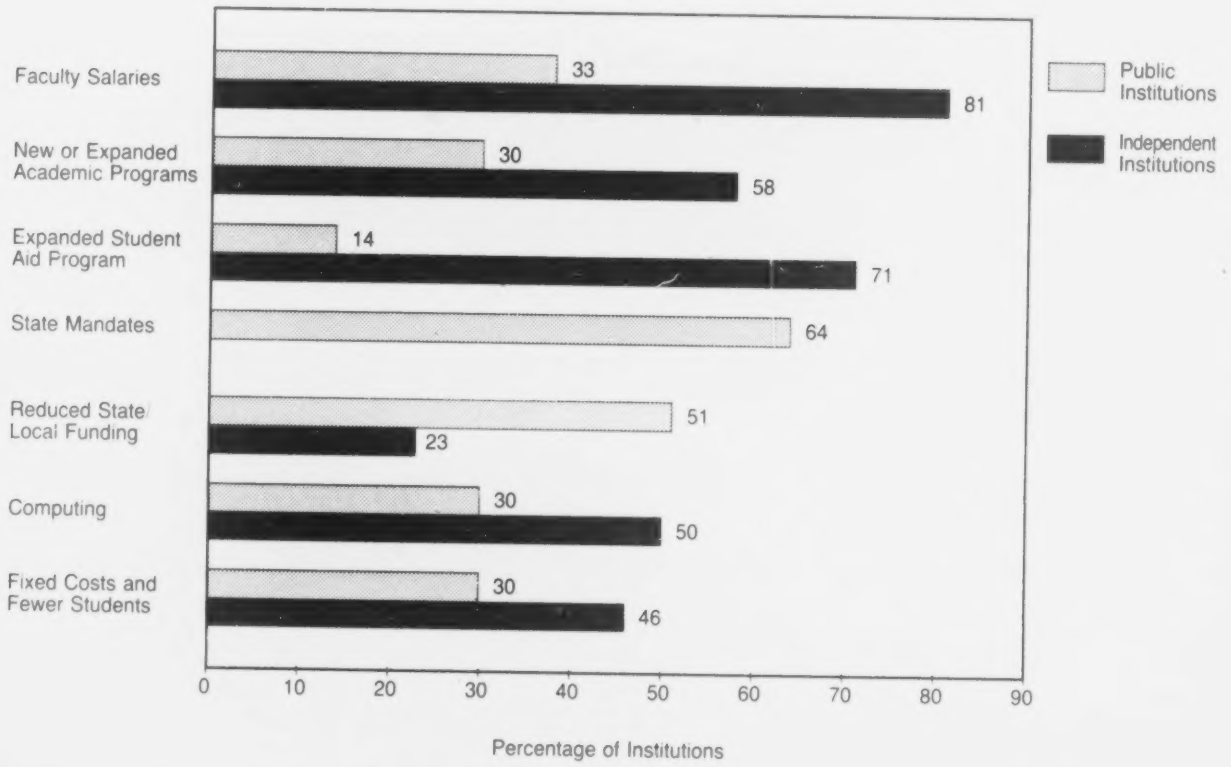
Practices Affecting Faculty

Faculty Hiring Continues

Most colleges and universities made new faculty appointments during 1986-87. A significant proportion—42 percent—also reported net gains in the number of their full-time faculty. Only one-third of two-year colleges had a net gain (Table 13).

These figures on net gain in number of faculty represent an increase from a year earlier. In *Campus Trends 1986*, 37 percent of colleges had reported a net gain in full-time faculty. The most notable gain is found among baccalaureate colleges: in 1986, 40 percent had increased the number of their full-time faculty; in 1987, 55 percent reported that they had such an increase. These gains may reflect the expansion of

Figure 6
Factors in Setting Tuition Levels



academic programs cited earlier as a factor in tuition setting.

In contrast, one in five institutions reported a net loss in full-time faculty. This proportion has remained the same over the last two years. Notably, 28 percent of public institutions reported a net loss in full-time faculty.

As might be expected, enrollment losses are related to these faculty cutbacks. According to an analysis of the survey data, 42 percent of those with decreased full-time-equivalent enrollment last year also had a net loss in full-time faculty; a net loss in part-time faculty was reported by 39 percent of these institutions.

A potential new concern for colleges over the next decade arises from projections of a faculty shortage, at least in certain academic specialities. Based on questions asked for the first time in this year's *Campus Trends* survey, it appears that some campuses are already experiencing difficulty in recruiting faculty (Table 12).

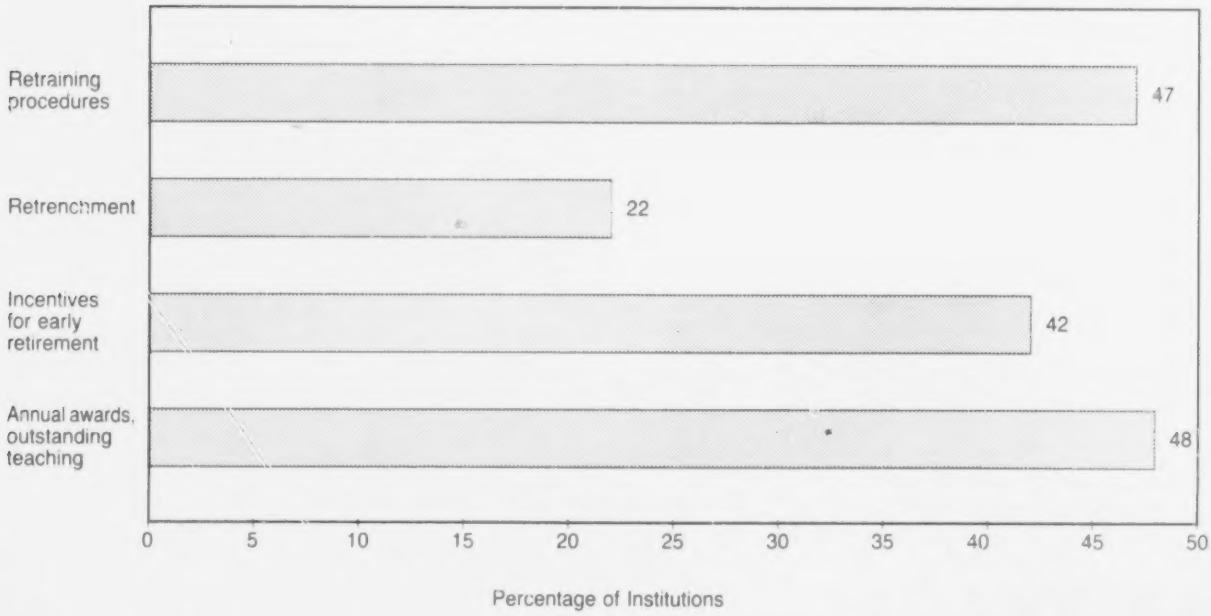
- Twenty-five percent of institutions reported greater difficulty in the past year in getting top applicants to accept faculty positions.
- About 1 in 3 public institutions reported this difficulty.
- Among independent institutions, 17 percent reported such problems.
- The colleges that experienced an enrollment decline in the last year were somewhat more likely than others (34 percent versus 25 percent) to report difficulty in recruiting faculty.
- Thirteen percent of institutions reported that the quality of applicants for full-time faculty positions had declined in the past year. Hardly any doctoral institutions reported this difficulty. Most instances appeared among two-year and baccalaureate colleges.

These questions appear on the survey in order to offer a baseline for comparisons with campus situations over the next decade. If projections prove right, it is expected that such problems will occur with increasing frequency over the next few years.

Other survey responses point to substantial differences among colleges in their faculty personnel policies (see figure 7):

- Twenty-two percent have retrenchment procedures underway to cut back on the number of faculty. This figure is somewhat lower than the 28 percent that was reported by colleges in the *Campus Trends 1985* survey.
- Procedures to retrain faculty were reported by close to half of institutions. Two-year colleges were most likely to have such procedures. Responses to this question probably reflect both formalized procedures and informal agreements for retraining.
- Close to half of colleges and universities offer incentives for early retirement of faculty. These incentives were reported most often by doctoral universities.

Figure 7
Policies Affecting Faculty



- Annual awards for outstanding teaching were offered by 48 percent of institutions. Such awards were offered by almost all doctoral universities.
- Salary increases linked to outstanding teaching were reported by 51 percent of institutions. Almost all doctoral universities reported such policies. Responses here might reflect formal evaluation criteria that include teaching performance, rather than procedures that exclusively focus on teaching.

Institutional Status

Enrollment, Finances and Other Problems Continue To Concern Administrators

Responses shown in Table 13 offer a capsule view, perhaps, of some of the problems facing colleges and universities today.

- Only 40 percent of administrators rate their college's overall financial condition as excellent or very good. This figure shows some improvement over results given a year ago, when 36 percent gave such ratings to their financial condition.
- Only 3 in 10 administrators rated their levels of faculty compensation as excellent or very good. Only 2 in 10 baccalaureate colleges gave this rating.
- Six in ten administrators gave their institutions good marks on their ability to attract and hold good faculty. Two-thirds of independent institutions rated themselves highly in this regard, compared to 53 percent of public institutions.
- Preparation levels of students continue to be seen as too low. Only 22 percent of administrators felt that preparation levels were excellent or very good. This is a gain over last year, when 17 percent of administrators felt that student preparation was excellent or very good.
- Relatively few administrators gave their institutions high ratings on their ability to attract good students. Responses differed considerably by type of institution, with administrators at universities offering the highest ratings of their students.
- Very few administrators (19 percent) considered their institution's ability to attract minority students to be excellent or very good. There were very few differences by type of institution.
- A favorable viewpoint emerged regarding job prospects for the college's degree recipients: 55 percent of administrators felt that job prospects were excellent or very good. This is a gain over responses of a year ago, when 49 percent offered this view.

Other responses underscore the fact that problems of enrollment planning occupy considerable attention at most campuses (Table 14).

- About 8 in 10 institutions have conducted analyses of their projected enrollment over the next few years.
- Almost all institutions have special programs designed to increase student retention.
- Six in 10 institutions have special programs to increase minority student retention. Almost all doctoral universities reported such programs.

The nature of the campus "climate" is increasingly seen as relevant to issues of minority retention. One limited aspect of campus climate was raised on the survey, whether campuses had a commission or committee charged with giving attention to the status of women or minorities on campus (Table 14).

- Overall, very few institutions (about 3 in 10) reported having a commission or committee on the status of minorities.
- Committees on the status of minorities appeared primarily at doctoral universities (74 percent).
- In contrast, only one in five baccalaureate colleges and 4 in 10 of the comprehensive institutions have a committee looking at the status of minorities.
- Results were similar regarding committees or commissions on the status of women. Seven in ten doctoral institutions had commissions, with much lower percentages reported by other types of institutions.

Table 14 also reflects a variety of pressures facing colleges and universities today on problems that affect all of American society.

- Most campuses today have formal policies on drug use. Eight in 10 independent institutions and 2 in 3 public institutions have policies on drug use.
- Even higher proportions—9 in 10 independent institutions and 72 percent of public institutions—have policies about alcohol use.
- More than half of doctoral universities have developed policies on AIDS; most other types of institutions do not currently have policies in place.
- Policies governing treatment of hazardous waste are in place among most universities, but are reported by only half of the two-year colleges and by about 1 in 3 baccalaureate colleges.

Competition Between the Public and Independent Sectors

Several signs are evident (Table 15) of continuing strains between public and independent sectors in higher education:

- More than half reported that competition between the public and independent sectors had increased in obtaining support from corporations and foundations.
- About 4 in 10 institutions reported that competition between the sectors had increased over financial support from state tax funds. Two-year colleges were especially likely to report this view.
- More than half of the colleges reported increased competition between public and independent colleges for high-ability students.

In contrast, hardly any respondents felt that competition between the sectors had decreased in the past year. At best, only 10 percent of public-sector respondents (primarily at two-year institutions) reported a decrease in competition over support from state tax funds.

SUMMARY

This report points to a number of favorable trends affecting the nation's colleges and universities today. A widespread process of curricular revitalization is taking place. More attention is being paid to student accomplishments in math skills, writing and other competencies. Systematic approaches to student assessment are being discussed on many campuses.

Despite predictions of declining enrollment, a large percentage of colleges reported an enrollment increase for the last year. Some colleges have been able to increase their rates of student retention. There is evidence too that almost all colleges are preparing themselves for the future by conducting analyses of likely enrollment patterns for the next few years.

At the same time, three broad issues are revealed by the survey's responses:

- Many administrators are concerned that the present-day move toward more systematic assessment procedures will be shaped primarily by external mandates. As survey responses clearly indicate, the campus perspective toward assessment is one that stresses its internal role in improving instruction. Whether an internal or an external view of assessment prevails is likely to have very different consequences for the academic community.
- A small but significant proportion of colleges appear to be facing hard times. Twenty-six percent reported a decrease in full-time equivalent enrollment. Thirty-two percent had a decrease in their first-time freshmen enrollment. One in five reported a loss in the number of full-time faculty and twenty-two percent have retrenchment procedures underway. Twelve percent reported a decrease in their overall budget. One in five public institutions received reduced funding from state or local government sources.
- Close to half of all colleges reported an increase in the share of costs that parents and students must pay for college study. As colleges face cuts from several key sources of revenues, other sources have not filled the gap, leaving students to take on greater burden. Fully half of the public institutions—which enroll close to 80 percent of all students—cited reduced state or local funding as a factor in recent tuition rates set for their institutions.

The 1980s appear to be a time of difficult management challenges for college administrators. There are some positive signs—in curriculum reform, enrollment management, gains in alumni giving, and progress in adjusting faculty salaries—but numerous challenges remain, both continuing and new. One in four have begun to have difficulty in recruiting well-qualified faculty, for example. Half of the colleges reported increased competition between public and independent sectors for high-ability students and for corporate or foundation support. In sum, the survey results point to a diverse set of continuing pressures facing colleges and universities.

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DETAILED STATISTICAL TABLES

TABLE 1—Current Status of Student Assessment
(Percentage reporting "yes" for each statement)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
Most faculty would support the development of assessment procedures.	76	63	63	41	69	71	66
Some form of assessment is likely to be introduced in the next few years.	85	78	74	53	79	85	73
Our state is requiring assessment procedures.	29	22	29	25	27	35	17
There is no clear sense of what to assess.	35	57	59	64	47	40	55
There are no good instruments suited to our programs.	38	47	41	57	42	39	47
Discussions are taking place on:							
whether to develop assessment procedures.	53	62	53	52	56	57	54
whether assessment should focus on programs or on students.	56	58	47	41	54	58	50
what outcomes should be assessed.	72	79	74	69	74	78	69
what assessment methods might be used.	69	76	71	62	71	76	66
how to tie assessment to program evaluation.	69	67	63	52	67	70	62
how to tie assessment to instruction.	70	69	62	59	68	72	62
Methods to assess student outcomes are being developed for:							
individual courses	55	42	33	33	47	49	44
major fields of study	41	48	44	35	43	45	40
general education knowledge	43	52	40	43	45	48	42
general academic competencies	53	52	48	38	51	56	44
the entire curriculum	40	38	24	13	36	39	31

Source: *Campus Trends, 1987*. American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 2—Attitudes on Student Assessment
(Percentage agreeing with each statement)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	39	60	59	59	50	45	55
Student assessment should be closely tied to efforts to improve instruction.	96	96	94	91	95	96	94
Student assessment should include substantial feedback to students.	90	90	89	79	89	90	89
Student assessment should be linked to institutional planning and budgeting.	74	73	68	56	72	77	65
All colleges and universities should develop and publish evidence of their institutional effectiveness.	51	36	33	31	43	52	33
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	79	67	61	62	72	79	64
States should require colleges to show evidence of institutional effectiveness.	56	36	34	23	45	55	34
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	71	72	71	87	72	72	72
Accrediting agencies are exerting too much pressure for assessment of student learning.	10	25	23	21	17	16	19

Source: *Campus Trends, 1987*. American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 3—Assessment Procedures Now Used by Colleges and Universities
(Percentages)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
For All Students:							
Tests of basic college-level skills (e.g., minimum competency or "rising junior" tests)	23	20	20	9	21	24	17
Knowledge testing on general education subjects	19	14	10	5	15	16	15
Comprehensive exams in a major	8	9	8	4	8	6	11
Other demonstrated proficiency in a major (projects; thesis; performance)	14	14	6	8	13	5	22
Attainment of higher-order skills in:							
critical thinking	7	9	8	12	8	7	9
quantitative problem-solving	11	11	11	16	11	11	12
oral communication	20	22	14	12	19	16	23
writing	30	41	35	27	34	29	40
"Value-added" measures of student gains while in college	3	7	7	2	4	4	5
Standardized test scores of graduates in professional programs	6	6	11	14	7	10	5
Percent of students going on for further education	29	32	20	19	28	24	33
Job placement rates of graduates (by field)	44	32	27	16	36	31	43
Quality of graduates' performance on the job	26	11	3	2	17	14	20
Ratings of the institution by graduates	43	25	12	15	31	32	30
Long-term outcomes of graduates (e.g., 5, 10, or 15 years later)	17	18	9	9	16	13	19
Changes in student values and attitudes	13	13	16	5	13	13	13
Pre- and post-tests for:							
remedial courses	35	18	14	13	26	32	18
general education outcomes	10	10	7	2	9	10	8
knowledge in a major	7	6	4	0	6	5	6

Source: *Campus Trends, 1987*. American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 3 (continued)—Assessment Procedures Now Used by Colleges and Universities
(Percentages)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
For Some Students:							
Tests of basic college-level skills (e.g., minimum competency or "rising junior" tests)	30	28	31	18	29	33	24
Knowledge testing on general education subjects	17	29	27	15	22	25	18
Comprehensive exams in a major	18	35	49	58	30	28	32
Other demonstrated proficiency in a major (projects; thesis; performance)	28	70	82	75	52	46	58
Attainment of higher-order skills in:							
critical thinking	32	36	37	37	34	36	32
quantitative problem-solving	35	42	42	36	38	39	37
oral communication	30	38	37	38	34	30	38
writing	30	26	35	39	30	33	26
"Value-added" measures of student gains while in college	13	17	15	12	14	12	16
Standardized test scores of graduates in professional programs	29	50	62	58	43	43	44
Percent of students going on for further education	39	43	53	46	43	48	37
Job placement rates of graduates (by field)	37	45	48	62	42	47	37
Quality of graduates' performance on the job	36	30	36	35	34	47	19
Ratings of the institution by graduates	25	30	50	49	32	34	29
Long-term outcomes of graduates (e.g., 5, 10, or 15 years later)	23	35	38	39	30	29	30
Changes in student values and attitudes	18	24	31	30	23	21	24
Pre- and post-tests for:							
remedial courses	45	25	42	30	38	42	32
general education outcomes	17	16	19	11	17	19	14
knowledge in a major	22	24	33	18	24	25	23

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 4—Changes in the Curriculum
(Percentages)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
A. Do you have requirements that students complete coursework in general education?							
Yes, for all students	71	95	92	83	82	79	84
Yes, for some students	22	4	7	13	14	18	9
No	7	1	1	3	4	2	7
B. Is a review of curriculum underway or has one recently been completed?							
Yes, completed within the last few years	42	63	52	50	50	47	53
Yes, currently underway	54	33	41	40	45	48	42
No	5	4	7	9	5	4	5

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 5—Changes Made in the Curriculum: All Colleges with a Current or Recent Curriculum Review
(Percentages)
(n = 353)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
New general education requirements	50	60	59	58	55	55	55
Greater emphasis on writing	51	61	64	61	56	53	60
Greater emphasis on other competencies (communication, reasoning, etc.)	49	49	47	37	48	48	48
Increased course requirements	38	41	45	29	39	37	42
Greater flexibility for adult learners	28	23	14	14	24	27	20
Increased attention to international matters	11	37	39	44	25	18	33
New attention to issues in science and technology	27	30	38	30	30	31	28
Greater attention to career preparation	43	34	12	11	34	31	37
Greater emphasis on mathematical or computer-related skills	67	65	53	54	63	61	66
More multidisciplinary or "theme" courses	13	26	36	31	22	20	24
New attention to values or ethics	10	36	25	24	20	10	33
New approaches to teacher education	12	47	48	36	29	20	39
New ways to enrich the major	22	31	14	15	23	16	30
New attention to:							
the freshman year	29	47	52	30	37	31	46
the senior year	0	15	10	7	8	4	14
scholarship on women	6	8	11	18	8	6	11
American history	1	5	6	5	3	1	6
World civilization	5	14	21	7	10	6	15
Greater emphasis on foreign language proficiency	14	21	25	34	19	18	19
Methods of assessing "value-added"	6	14	9	7	8	8	9
New ways to involve students in:							
research	4	28	25	29	15	8	24
community service	15	21	12	19	16	9	25
internships	22	48	39	40	33	22	47
Methods of specifying desired outcomes for:							
courses in the major	13	19	15	7	14	14	15
writing and other competencies	29	32	33	22	30	31	29
subject matter in general education	18	21	23	20	19	16	23

Source: *Campus Trends, 1987*. American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 6—Changes Made in the Curriculum: Colleges that Recently Completed a Curriculum Review
(Percentages)
(n = 186)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
New general education requirements	77	73	79	83	76	79	73
Greater emphasis on writing	69	72	76	80	72	70	74
Greater emphasis on other competencies (communication, reasoning, etc.)	61	58	62	56	60	66	53
Increased course requirements	49	59	59	42	54	48	60
Greater flexibility for adult learners	34	29	10	26	28	34	21
Increased attention to international matters	17	40	47	51	32	26	39
New attention to issues in science and technology	36	33	45	45	37	42	32
Greater attention to career preparation	54	45	13	20	42	39	45
Greater emphasis on mathematical or computer-related skills	84	76	63	71	77	75	78
More multidisciplinary or "theme" courses	18	28	43	47	28	25	31
New attention to values or ethics	15	42	28	43	28	13	45
New approaches to teacher education	17	44	48	37	33	26	40
New ways to enrich the major	31	30	17	17	27	23	32
New attention to:							
the freshman year	37	55	53	39	46	40	54
the senior year	0	15	11	10	12	6	19
scholarship on women	9	12	14	20	12	8	15
American history	2	7	6	7	5	0	10
World civilization	5	19	24	7	13	5	22
Greater emphasis on foreign language proficiency	13	27	37	42	24	23	24
Methods of assessing "value-added"	6	13	11	9	9	8	11
New ways to involve students in:							
research	8	30	33	42	22	13	32
community service	11	26	15	29	18	10	27
internships	28	45	44	49	38	28	49
Methods of specifying desired outcomes for:							
courses in the major	19	17	17	10	18	22	13
writing and other competencies	35	32	40	36	35	41	29
subject matter in general education	26	20	27	30	24	26	23

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 7—Changes in the Curriculum that are Currently Being Discussed
(Percentages)
(n = 167)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
New general education requirements	42	55	60	75	49	51	47
Greater emphasis on writing	40	37	53	66	43	47	37
Greater emphasis on other competencies (communication, reasoning, etc.)	44	57	55	75	50	54	45
Increased course requirements	35	49	37	62	39	40	38
Greater flexibility for adult learners	37	34	36	26	36	38	32
Increased attention to international matters	24	38	47	44	31	37	23
New attention to issues in science and technology	20	40	47	55	30	34	25
Greater attention to career preparation	27	31	39	21	29	30	27
Greater emphasis on mathematical or computer-related skills	29	41	49	59	36	39	33
More multidisciplinary or "theme" courses	26	44	41	51	33	33	34
New attention to values or ethics	23	49	51	51	34	29	41
New approaches to teacher education	9	24	44	47	19	22	14
New ways to enrich the major	26	33	45	35	30	28	34
New attention to:							
the freshman year	15	34	29	58	23	24	22
the senior year	0	40	40	11	16	11	23
scholarship on women	11	36	22	32	19	17	21
American history	10	30	18	11	15	10	22
World civilization	12	33	28	19	19	12	28
Greater emphasis on foreign language proficiency	18	41	54	36	29	28	29
Methods of assessing "value-added"	28	47	56	27	36	35	38
New ways to involve students in:							
research	13	33	39	52	23	23	24
community service	15	39	31	33	23	22	25
internships	26	31	31	45	29	31	26
Methods of specifying desired outcomes for:							
courses in the major	39	24	58	19	38	39	35
writing and other competencies	36	40	56	42	40	41	39
subject matter in general education	32	44	59	35	38	40	36

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 8—Changes in Enrollment (1986–87 vs 1985–86)
*(Percentage of Institutions Reporting a Change)**

	Two-year Colleges		Baccalaureate Colleges		Comprehensive Universities		Doctorate Universities		All Institutions		All Public		All Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Overall (headcount) enrollment	47	26	43	31	37	24	30	6	43	36	51	23	33	29
Total FTE enrollment	41	27	41	29	30	22	26	8	39	26	44	25	32	26
First-time freshmen	43	32	38	36	40	27	32	25	40	32	48	27	32	37
Enrollment of transfer students	20	15	31	15	30	25	18	21	25	17	27	19	22	15
Enrollment for master's degrees	0	0	35	10	50	18	34	2	42	12	46	12	38	12
Enrollment for doctoral degrees	0	0	0	10	30	9	34	0	27	6	41	6	11	5
Black students	16	13	19	9	25	17	16	18	18	13	21	18	15	7
Hispanic students	14	8	9	8	22	10	22	8	14	9	16	9	12	8
Asian students	13	8	26	4	28	9	45	2	21	7	20	9	22	4
Native American students	12	8	9	3	11	13	20	13	11	8	11	8	11	7
Enrollment in non-credit remedial courses	45	8	16	3	18	10	12	10	32	7	42	5	18	10
Attrition during the first year	8	25	5	33	4	26	0	19	6	27	4	20	9	35
Retention rates to graduation	20	12	21	7	19	2	20	4	20	9	18	4	24	14
Rates of minority student retention	11	2	9	1	12	5	18	3	11	2	14	2	8	3

*Percentage reporting "no change" is not shown.

Source: *Campus Trends, 1987*. American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 9—Changes in College Finances FY86 to FY87
*(Percentage of Institutions Reporting a Change)**

	Two-year Colleges		Baccalaureate Colleges		Comprehensive Universities		Doctorate Universities		All Institutions		All Public		All Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Institution's overall budget	63	15	87	7	79	10	80	11	73	12	65	17	83	6
Budget for educational & general expenses	64	14	81	8	79	10	78	9	72	12	65	17	80	6
Budget for institutional student aid	36	9	77	3	67	8	69	5	55	7	36	12	76	1
Income from endowment	33	10	60	4	49	8	75	8	47	8	38	10	57	6
Income from gifts & alumni giving	47	5	72	8	72	5	77	3	61	6	50	5	74	6
Revenues from state and local government	48	15	28	12	48	17	52	16	43	15	55	18	25	10
Total federal student aid (excluding GSL)	28	13	27	15	35	23	31	15	29	15	30	14	28	17
Share of costs that students and parents pay	42	8	45	3	47	0	41	6	44	5	49	6	38	4
Institutional indebtedness	14	19	17	45	13	20	28	8	16	26	11	19	20	33

*Percentage reporting "no change" is not shown.

Source: *Campus Trends, 1987*. American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 10—Changes in the Share of Budget Required by Various Expenses
*(Percentage of Institutions Reporting a Change)**

	Two-year Colleges		Baccalaureate Colleges		Comprehensive Universities		Doctorate Universities		All Institutions		All Public		All Independent	
	Larger	Smaller	Larger	Smaller	Larger	Smaller	Larger	Smaller	Larger	Smaller	Larger	Smaller	Larger	Smaller
Faculty salaries	69	2	68	6	67	10	71	2	68	4	69	5	67	4
Books and periodicals	21	15	32	15	36	19	38	11	27	15	24	16	31	14
Computing equipment and operations	86	3	81	0	77	6	80	3	83	3	83	3	82	3
Instructional & research equipment	30	13	17	13	35	14	43	11	28	13	33	13	22	14
Construction of new facilities	28	23	32	15	36	13	40	17	31	19	24	21	40	16
Renovation & repair of existing facilities	38	13	49	9	40	10	36	13	41	11	37	14	46	8
Physical plant operations	33	9	29	20	31	21	17	33	31	15	29	17	33	13
Institutionally-funded student aid	33	12	66	5	47	9	45	10	46	9	26	13	68	6
Academic programs, undergraduate	34	3	42	8	37	7	20	9	36	6	32	6	41	5
Academic programs, graduate	0	0	36	0	29	8	24	4	31	4	26	5	35	3
Student support services	35	5	35	5	31	9	16	16	33	7	26	7	42	6
Admissions & recruitment	53	3	72	0	57	5	44	2	59	2	44	4	75	0
Development	33	9	52	7	51	8	54	2	43	8	33	9	54	6

*Percentage reporting "no change" is not shown.

Source: *Campus Trends, 1987*, American Council on Education.

Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 11—College Actions on College Tuition
(Percentages)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
The institution offers:							
Merit (no-need) scholarships.	72	89	86	76	79	77	81
Long-term, below-market loans for parents or students.	10	25	29	31	19	14	25
Students and parents are allowed to:							
Prepay several years' tuition at a fixed price.	10	6	11	21	10	3	17
Pay tuition in installments over a year's time.	40	74	48	61	52	29	80
Expected tuition increase for fall 1987:							
10 percent or higher	10	11	15	18	12	13	10
8–9 percent	10	27	15	12	15	7	25
6–7 percent	16	35	27	43	25	12	40
4–5 percent	22	19	20	15	20	22	19
3 percent or less	42	8	23	12	28	46	6
Expected tuition increase for fall 1988:							
10 percent or higher	5	6	6	5	5	6	5
8–9 percent	12	10	14	11	12	6	19
6–7 percent	15	49	34	41	29	16	44
4–5 percent	22	19	20	27	21	21	21
3 percent or less	47	15	26	16	33	52	11
Important factors in tuition decisions:							
Reduced state/local funding	37	39	39	42	38	51	23
Costs for computer facilities & services	37	38	45	48	39	30	50
State mandates about tuition levels and/or share of costs to be paid by students	60*	67*	73*	69*	64*	64	0
Need to pay for construction/ renovation	29	31	33	33	31	15	48
"Catch-up" increases in faculty salaries	49	71	46	59	55	33	81
Expanded student aid program	28	61	45	42	41	14	71
Need to support new or expanding academic programs	40	51	39	36	43	30	58
Fixed costs allocated across fewer students	43	41	25	9	37	30	46

*Public institutions only.

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 12—Patterns of Faculty Hiring
(Percentage of Institutions)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
Full-time faculty were hired in:							
Tenure-track positions	53	83	97	98	72	78	64
Term or contract positions	78	73	93	92	80	83	77
Number of full-time faculty, —1986–87 versus 1985–86:							
Net gain	34	55	45	52	42	40	46
No net change	43	32	30	37	38	33	43
Net loss	23	14	24	11	20	28	11
Number of part-time faculty, 1986–87 versus 1985–86:							
Net gain	45	44	46	33	44	43	46
No net change	34	41	33	47	37	37	37
Net loss	21	15	21	20	19	21	18
Do you have procedures to retrain faculty for changing program needs?	54	39	43	33	47	55	37
Do you have retrenchment procedures underway (to cut back on the number of faculty)?	25	17	20	21	22	29	13
Do you reward outstanding teaching through:							
annual awards?	38	45	71	93	48	49	48
salary increases?	40	50	72	92	51	47	57
Do you offer incentives for early retirement of faculty?	35	37	61	74	42	50	33
Has the quality of applicants for (full-time) faculty positions *declined* in the past year?	17	13	7	2	13	18	8
Have you had greater difficulty in getting top applicants to accept faculty positions in the past year?	21	29	30	26	25	32	17

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 13—Administrator Views on Institutional Status

(Percentage rating own institution as excellent/very good)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
General level of preparation of entering students	8	29	41	54	22	16	29
Job prospects for degree recipients	49	57	66	65	55	48	64
Ability to attract and hold good faculty	62	56	59	56	60	53	67
Adequacy of faculty compensation	34	22	37	38	32	39	23
Overall financial condition of the institution	36	43	49	38	40	36	44
Ability to attract good students	13	35	40	58	26	19	34
Ability to attract minority students	20	18	18	22	19	20	19

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 14—Institutional Policies and Practices

(Percentage of Institutions)

	Two-year Colleges	Baccalaureate Colleges	Comprehensive Universities	Doctorate Universities	All Institutions	All Public	All Independent
This institution has:							
A formal policy on drug use/ abuse	65	79	84	78	73	66	80
A formal policy on alcohol use/ abuse	70	88	91	84	79	72	88
A formal policy on AIDS	8	18	40	55	19	19	19
Guidelines for treatment of hazardous waste	55	36	82	93	56	69	41
Special program(s) to increase student retention	91	84	81	84	87	89	85
Special program(s) to increase minority student retention	61	42	77	95	60	68	52
Analyses of projected enrollment over the next few years	70	85	86	93	78	75	83
A commission or committee on the:							
status of women	20	25	40	68	28	34	21
status of minorities	22	19	49	74	28	35	21

Source: *Campus Trends, 1987*, American Council on Education.
Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

TABLE 15—Competition between Public and Independent Institutions
*(Percentage of Institutions Reporting a Change)**

	Two-year Colleges		Baccalaureate Colleges		Comprehensive Universities		Doctorate Universities		All Institutions		All Public		All Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
High ability students	52	1	66	1	41	2	43	0	54	1	50	1	58	1
Support from state tax funds	51	11	41	1	26	4	30	2	43	6	41	10	45	1
Support from corporations and foundations	54	2	59	0	46	3	49	0	54	1	50	1	59	2

*Percentage reporting "no change" is not shown.

Source: *Campus Trends, 1987*, American Council on Education.

Weighted survey data (82 percent response) received from 372 institutions (136 two-year colleges, 70 baccalaureate colleges, 104 comprehensive universities, and 62 doctoral universities).

APPENDIX A: SURVEY QUESTIONNAIRE

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

February 23, 1987

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 75 sponsored by the American Council on Education and supported in part by a grant from the Lilly Endowment. This is the fourth in a series of annual surveys designed to obtain general information on campus trends.

This questionnaire asks questions about curricular changes and institutional practices, and seeks opinions on several academic issues. It should be completed by the academic vice president, if at all possible.

Please understand that your institution's responses will be held in strict confidence. As with all of our surveys, the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please return the completed quesionnaire by March 27, 1987. A preaddressed envelope is enclosed for your convenience. If you have any questions or problems, please do not hesitate to telephone us collect at (202) 939-9445.

Sincerely yours,

Elaine El-Khawas

Elaine El-Khawas
Vice President for
Policy Analysis and Research

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 75

CAMPUS TRENDS, 1987

This questionnaire asks a series of general questions and seeks your opinions about policies and practices at your institution. All questions refer to 1986–87.

Please circle an answer for each question. If not applicable, please write in N/A.

I. ENROLLMENT AND FINANCES

A. How did your institution's enrollment change for 1986–87 compared to 1985–86:

	Increase (2% or more)	No Change	Decrease (2% or more)
Overall (headcount) enrollment	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Enrollment of transfer students	3	2	1
Enrollment for master's degrees	3	2	1
Enrollment for doctoral degrees	3	2	1
Black students	3	2	1
Hispanic students	3	2	1
Asian students	3	2	1
Native American students	3	2	1
Enrollment in non-credit remedial courses	3	2	1
Attrition during the first year	3	2	1
Retention rates to graduation	3	2	1
Rates of minority student retention	3	2	1

B. How did your institution's finances change for 1986–87 compared to 1985–86:

Institution's overall budget	3	2	1
Budget for educational & general expenses	3	2	1
Budget for institutional student aid	3	2	1
Income from endowment	3	2	1
Income from gifts & alumni giving	3	2	1
Revenues from state and local government	3	2	1
Total federal student aid (excluding GSL)	3	2	1
Share of costs that students and parents pay	3	2	1
Institutional indebtedness	3	2	1

C. Which of the following have taken a larger or a smaller share of the annual budget over the last few years?

	Larger Share	No Change	Smaller Share
Faculty salaries	3	2	1
Books and periodicals	3	2	1
Computing equipment and operations	3	2	1
Instructional & research equipment	3	2	1
Construction of new facilities	3	2	1
Renovation & repair of existing facilities	3	2	1
Physical plant operations	3	2	1
Institutionally-funded student aid	3	2	1
Academic programs, undergraduate	3	2	1
Academic programs, graduate	3	2	1
Student support services	3	2	1
Admissions & recruitment	3	2	1
Development	3	2	1

D. Does your institution offer:

	Yes	No
Merit (no-need) scholarships	2	1
Long-term, below-market loans for parents or students	2	1

E. Do you allow students and parents to:

Prepay several years' tuition at a fixed price.	2	1
Pay tuition in installments over a year's time.	2	1

F. What is your best guess about your college's level of tuition increase for fall 1987 and 1988? (Circle one in each column.)

	1987	1988
10 percent or higher	5	5
8–9 percent	4	4
6–7 percent	3	3
4–5 percent	2	2
3 percent or less	1	1

G. Which of the following are important factors in recent decisions about your institution's tuition levels?

	Yes	No
Reduced state/local funding	2	1
Costs for computer facilities & services	2	1
State mandates about tuition levels and/or share of costs to be paid by students	2	1
Need to pay for construction/renovation	2	1
"Catch-up" increases in faculty salaries	2	1
Expanded student aid program	2	1
Need to support new or expanding academic programs	2	1
Fixed costs allocated across fewer students	2	1

II. FACULTY

A. Were any full-time faculty hired for academic year 1986–87 in:

	Yes	No
Tenure-track positions	2	1
Term or contract positions	2	1

B. Compared to a year earlier, did your institution have any *net* change in the number of:

	Net Gain	No Net Change	Net Loss
Full-time faculty	3	2	1
Part-time faculty	3	2	1

	Yes	No
C. Do you have procedures to retrain faculty for changing program needs?	2	1
D. Do you have retrenchment procedures underway (to cut back on the number of faculty)?	2	1
E. Do you reward outstanding teaching through:		
annual awards?	2	1
salary increases?	2	1
F. Do you offer incentives for early retirement of faculty?	2	1
G. Has the quality of applicants for (full-time) faculty positions *declined* in the past year?	2	1
H. Have you had greater difficulty in getting top applicants to accept faculty positions in the past year?	2	1

III. INSTITUTIONAL STATUS

A. Please rate your institution on each of the following:

	Excellent	Very Good	Good	Fair	Poor
General level of preparation of entering students	5	4	3	2	1
Job prospects for degree recipients	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Ability to attract good students	5	4	3	2	1
Ability to attract minority students	5	4	3	2	1

B. During the past year, has there been a change in the extent of competition between public and independent institutions in your state for:

	Increased	No Change	Decreased
High ability students	3	2	1
Support from state tax funds	3	2	1
Support from corporations and foundations	3	2	1

C. Does your institution have:

	Yes	No
A formal policy on drug use/abuse	2	1
A formal policy on alcohol use/abuse	2	1
A formal policy on AIDS	2	1
Guidelines for treatment of hazardous waste	2	1
Special program(s) to increase student retention	2	1
Special program(s) to increase minority student retention	2	1
Analyses of projected enrollment over the next few years	2	1
A commission or committee on the:		
status of women	2	1
status of minorities	2	1

IV. STUDENT ASSESSMENT

A. New methods of assessing student learning (other than traditional end-of-course grading) are being discussed currently. Which of the following is true of your institution's status on assessment of student learning:

	Yes	No
Most faculty would support the development of assessment procedures.	2	1
Some form of assessment is likely to be introduced in the next few years.	2	1
Our state is requiring assessment procedures.	2	1
There is no clear sense of what to assess.	2	1
There are no good instruments suited to our programs.	2	1
Discussions are taking place on:		
whether to develop assessment procedures.	2	1
whether assessment should focus on programs or on students.	2	1
what outcomes should be assessed.	2	1
what assessment methods might be used.	2	1
how to tie assessment to program evaluation.	2	1
how to tie assessment to instruction.	2	1
Methods to assess student outcomes are being developed for:		
individual courses	2	1
major fields of study	2	1
general education knowledge	2	1
general academic competencies	2	1
the entire curriculum	2	1

B. Which of the following are *now used* at your institution to assess students:

	For All Students	For Some Students	Not Used
Tests of basic college-level skills (e.g., minimum competency or "rising junior" tests)	3	2	1
Knowledge testing on general education subjects	3	2	1
Comprehensive exams in a major	3	2	1
Other demonstrated proficiency in a major (projects; thesis; performance)	3	2	1
Attainment of higher-order skills in:			
critical thinking	3	2	1
quantitative problem-solving	3	2	1
oral communication	3	2	1
writing	3	2	1
"Value-added" measures of student gains while in college	3	2	1
Standardized test scores of graduates in professional programs	3	2	1
Percent of students going on for further education	3	2	1
Job placement rates of graduates (by field)	3	2	1
Quality of graduates' performance on the job	3	2	1
Ratings of the institution by graduates	3	2	1
Long-term outcomes of graduates (e.g., 5, 10, or 15 years later)	3	2	1
Changes in student values and attitudes	3	2	1
Pre- and post-tests for:			
remedial courses	3	2	1
general education outcomes	3	2	1
knowledge in a major	3	2	1

C. Please indicate your own views on each of the following:

	Agree	Disagree	Uncertain
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	3	2	1
Student assessment should be closely tied to efforts to improve instruction.	3	2	1
Student assessment should include substantial feedback to students.	3	2	1
Student assessment should be linked to institutional planning and budgeting.	3	2	1
All colleges and universities should develop and publish evidence of their institutional effectiveness.	3	2	1
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	3	2	1
States should require colleges to show evidence of institutional effectiveness.	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	3	2	1
Accrediting agencies are exerting too much pressure for assessment of student learning.	3	2	1

V. CURRICULUM

A. Do you have requirements that students complete coursework in general education?

3 Yes, for all students
2 Yes, for some students
1 No

B. Is a review of curriculum underway or has one recently been completed?

3 Yes, completed within the last few years
2 Yes, currently underway
1 No

If yes, what changes in curriculum have been made? What changes are being discussed?

(Please circle all that apply in each column.)	Changes Made	Being Discussed
New general education requirements	1	1
Greater emphasis on writing	1	1
Greater emphasis on other competencies (communication, reasoning, etc.)	1	1
Increased course requirements	1	1
Greater flexibility for adult learners	1	1
Increased attention to international matters	1	1
New attention to issues in science and technology	1	1
Greater attention to career preparation	1	1
Greater emphasis on mathematical or computer-related skills	1	1
More multidisciplinary or "theme" courses	1	1
New attention to values or ethics	1	1
New approaches to teacher education	1	1
New ways to enrich the major	1	1
New attention to:		
the freshman year	1	1
the senior year	1	1
scholarship on women	1	1
American history	1	1
World civilization	1	1
Greater emphasis on foreign language proficiency	1	1
Methods of assessing "value-added"	1	1
New ways to involve students in:		
research	1	1
community service	1	1
internships	1	1
Methods of specifying desired outcomes for:		
courses in the major	1	1
writing and other competencies	1	1
subject matter in general education	1	1

VI. EVALUATION

A. With support from the Lilly Endowment, the Campus Trends project has completed three years of operation (1984, 1985, 1986). To what extent are you familiar with the Campus Trends reports?

	Yes	No
I have read all the reports.	2	1
I have read at least one of the reports.	2	1
I have read summaries of or seen references to the reports (e.g., *Chronicle*).	2	1
I have seen none of the reports or summaries.	2	1

B. Please indicate your own views on each of the following statements.

The Campus Trends reports:	Agree	Disagree	Uncertain
offer a basic reference point for trends in higher education.	3	2	1
are an effective way to monitor changing policies and practices on the nation's campuses.	3	2	1
are an effective way to determine the relative magnitude of a problem.	3	2	1
are an effective way to determine what types of institutions are most affected by certain changes.	3	2	1
have provided your campus with useful data for planning.	3	2	1
have been a source of new program ideas for your campus.	3	2	1
have provided an early "alert" about problems which might emerge on your campus.	3	2	1
have broadened the perspective of faculty members on your campus.	3	2	1
should be continued for the foreseeable future.	3	2	1

In the space below, please suggest ways in which the quality of information obtained from the Campus Trends project could be improved.

Thank you for your cooperation.

Please return this form by **March 27, 1987,** to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Please keep a copy of this survey for your records.

Name of Respondent _____

Title _____

Department _____

Telephone ___( )_____

If you have any questions concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

This survey was conducted through the Higher Education Panel, which forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* issued by the U.S. Department of Education. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The survey operates through a network of campus representatives who, through their presidents, have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 456 institutions in one of the half-samples, excluding specialized institutions (e.g., rabbinical seminaries and schools of art) and those institutions that offer no undergraduate instruction. The half-sample used for this survey has also been used in all previous *Campus Trends* surveys.

The questionnaire (see Appendix A) was mailed on February 23, 1987 with the request that it be completed by the academic vice-president. The questionnaire is designed to provide timely information on a broad range of subjects, and does not cover any subject in depth. The survey questions, similarly, are designed to facilitate quick turnaround, i.e., comprising items where respondents can readily provide answers without stopping to look up information.

After mail and telephone followups, 372 responses were received by mid-June (82 percent of those surveyed). Actual respondents included: provosts, deans, or academic vice presidents, 54 percent; associate deans or provosts, 8 percent; presidents, 12 percent; and other, 25 percent.

Data from responding institutions were statistically adjusted to represent 2,618 colleges and universities. The stratification design is shown in Table B-1. The weighting technique, used with all Panel surveys, adjusts the data for institutional nonresponse within each stratification cell. Institutional weights are applied to bring the Panel data up to estimates that are representative of the national population of colleges and universities.

TABLE B-1—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		2,618	372
1	Large public doctorate-granting	a	104	43
2	Large private doctorate-granting	a	58	19
3	Large public comprehensive	a	92	40
4	Large independent comprehensive	a	26	8
7	Large public two-year	a	43	17
8	Public comprehensive	5,500–8,999	56	16
9	Public comprehensive	<5,500	108	19
10	Independent comprehensive	<9,000	126	21
11	Public baccalaureate	<9,000	127	19
12	Independent baccalaureate	1,350–8,999	166	25
13	Independent baccalaureate	<1,350	446	26
17	Public 2-year academic/comprehensive	6,000–8,999	55	17
18	Public 2-year academic/comprehensive	4,000–5,999	72	17
19	Public 2-year academic/comprehensive	2,000–3,999	155	20
20	Public 2-year academic/comprehensive	<2,000	332	18
21	Independent 2-year academic/comprehensive	<9,000	129	11
22	Public two-year occupational	2,500–8,999	63	13
23	Public two-year occupational	<2,500	221	14
24	Independent two-year occupational	<9,000	239	9

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

Table B-2 compares survey respondents and nonrespondents on several variables. Response rates were at least 65 percent for all types of institutions. Higher-than average response rates were recorded for public comprehensive universities and for public baccalaureate institutions. Response rates for independent colleges were lower than average; the lowest rate of response was for independent doctoral universities, at 65.5 percent.

Data are reported for institutional categories developed by the U.S. Department of Education. It should be noted that comprehensive and doctoral institutions are shown separately in this report; in previous reports, their combined results were shown under a single designation of "university."

TABLE B-2—Comparison of Respondents and Nonrespondents
(In percentages)

Control and Type of Institution	Respondents (N = 372)	Nonrespondents (N = 84)	Response Rate
Total	100.0	100.0	81.6
Control			
Public	68.0	59.5	83.5
Independent	32.0	40.5	77.8
Type and Control			
Public Doctoral University	11.6	10.7	82.7
Independent Doctoral University	5.1	11.9	65.5
Public Comprehensive University	20.2	13.1	87.2
Independent Comprehensive University	7.8	8.3	80.6
Public Baccalaureate	5.1	3.6	86.4
Independent Baccalaureate	13.7	15.5	79.7
Public Two Year	31.2	32.1	81.1
Independent Two-Year	5.4	4.7	83.3
Enrollment Size (FTE)			
Less than 1,000	15.6	29.8	69.9
1,000 to 4,999	40.9	33.3	84.4
5,000 to 9,999	23.1	16.7	86.0
10,000 + above	20.4	20.2	81.7

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